

TABLE OF CONTENTS

APPLICATION COVER LETTER: SCHOOL MISSION AND OVERVIEW

- A. School Name, Mission and Vision
- B. Educational Need and Student Population
- C. Lead Applicant and Founding Group
- D. Community Engagement
- E. Education Program and School Design Overview
- F. Leadership and Governance

SECTION 1: ACADEMIC PHILOSOPHY, PROGRAM AND ASSESSMENT

- P. Preface
- A. Educational Program Background and Overview
 - a. About the NACA Inspired Schools Network (NISN)
 - b. Academic Program Overview
- B. Educational Program and Curriculum
 - a. Curriculum: Sources and Development Process
 - b. Curricular Adoption, the role of the Board in Selection of Curriculum
 - c. Criteria for Selection of Instructional Materials (Textbooks)
 - d. Internally Created Curricula
 - e. Curriculum Maps
 - f. Graduation Requirements
- C. Individual Student Assessment
- D. School Accountability
 - a. Mission Specific Indicators 1 -4
 - b. Faculty and Staff Performance Evaluations
 - c. School Review Process
- E. Serving Special Populations- Special Education
- F. Serving Special Populations- Gifted & Talented Students
- G. Serving Special Populations- English Language Learners
- H. School Culture and Student Behavior Expectations
 - a. Restorative Practices
 - b. Student Discipline Plan
 - c. Considerations for Disciplinary Action of students with Disabilities
 - d. Grievance and Appeal Process
- I. Professional Development
- J. College & Career Engagement and Preparation
- K. Extracurricular Activities Plan
- L. Admission Procedures and Student Recruitment

SECTION 2: GOVERNANCE, LEADERSHIP, STAFFING AND OPERATIONS

- A. Founding Group(s)/Individual(s)/Incorporator(s) & Legal Counsel
- B. Governing Board Founding Membership
- C. Duties and Responsibilities of the Governing Board

- D. Parent and Community Involvement
- E. Staffing and Administration/Leadership
- F. Employment Policies
- G. Hiring Process and Procedure
- H. Facilities
- I. Transportation
- J. Child Nutrition Services
- K. School Calendar

SECTION 3: FINANCIAL PLAN & CAPACITY

- A. Financial Plan
- B. Audit and Reporting
- C. Insurance

APPENDIX

- A. SCS Design Team Mission/Vision
- B. Curriculum Resource Guide
- C. Student-led Conference
- D. QUAD Survey Overview & Toolkit
- E. NACA Professional Development Plan Overview
- F. Governing Board Bylaws
- G. Governing Board Resumes
- H. School Financial Plan
- I. Letters of Support
- J. Treasurer Letter of Interest
- K. Letter of Intent for Mayfair Center
- L. State Charter Training Certificates

APPLICATION COVER LETTER SOVEREIGN COMMUNITY SCHOOL SCHOOL MISSION AND OVERVIEW

A. School Name Mission and Vision

Our school may formally be referred to as the **Sovereign Community School of Oklahoma City**, and informally as the Sovereign Community School or by the acronym 'SCS' for short. We will use all names throughout this application. This application signifies a formal appeal request for authorization as a charter school from Oklahoma City Public Schools District and is appeal from the rejection of our application submitted on October 20th 2017.

School Mission

The Sovereign Community School will activate the next generation of indigenous leaders by engaging our youth with rigorous, culturally relevant curriculum that challenges them to understand and affirm their roles as citizens in our many Native nations.

School Vision

Our school is born from the ideas of the Native community of Oklahoma City and from them we believe first that meeting student wellness needs is foundational to our children's academic success. We believe that rigorous and culturally relevant classroom content increases student engagement, learning, understanding and critical thinking while also elevating student consciousness about justice for our communities. We believe that creating a space for all indigenous people to build community and

fellowship in Oklahoma City strengthens our kids, families and our nations. The wisdom of our Grandmothers and Grandfathers is key to realizing our mission and that by placing that wisdom foremost we will activate the next generation of holistically healthy indigenous leaders and empowered citizens.

B. Educational Need and Student Population

Our lead applicant and school design team are committed to making a positive case for the existence of the Sovereign Community School and schools with similar ideals, mission and vision. Our team has the deep and earnest conviction that this community deserves this school regardless of the many virtues and challenges of our home district. This school will exist on its merits because the ideas and values it embodies and proselytizes are worthy, just and good for children.

The Sovereign Community School's target student and family population are the thousands of Native and Indigenous families in the Oklahoma City Metro area, and particularly those within the boundaries of the Oklahoma City Public Schools district. We intend to enroll no more than 75 students per grade and start with grades 6 and 9, adding both grades each year until our school is fully realized in year four with over 500 kids enrolled. Our families are diffused throughout the metro area - with only a slight concentration on the south side of the district, and so we have no particular geographic preference though we have an affinity for a school on the south side of the city due to slightly higher concentration of low income families who may find a commute to the other side of the city a barrier to enrollment in our school. Families on the south-side of OKC are eager to see a school like ours and the outpouring of support we've seen from

the community since convening our committee over the summer has exceeded our early projections. We believed that that a school of this type would be attractive in this community however the initial response has exceeded even our loftiest expectations. We also want to make clear that while most aspects of our school are tailored with the ideas and values of the city's Indigenous community in mind, our school will serve all children. We believe students who don't have an indigenous identity have a lot to gain and learn by engaging with our curriculum and philosophy on education, student wellness and community/nation building. We welcome all students and families who want to develop a new perspective on the world around them framed through the eyes of indigenous peoples here in Oklahoma but also across the Americas and indeed the World. Our school pledges to not discriminate against any student or family on the basis of race, ethnicity, gender identity, sexual orientation, religious preference, income, national origin, handicap or disability, educational status, level of academic preparedness or or proficiency with the English language.

C. Lead Applicant and Founding Group

SCS was created as team effort by a committee convened by Phil Gover, who is also the lead applicant and primary author. Phil is the Director of the Sovereign Schools Project at the Tribal Education Departments' National Assembly (TEDNA), which he founded in the summer of 2016 to catalyze a movement of Oklahoma's tribes and Native communities toward the development and support of their own schools. As part of the Sovereign Schools Project, Phil has supported the development of several currently proposed charter schools around the state and is assisting in the

developmental stages of several proposals to create tribally authorized charter schools in a couple of communities in Oklahoma.

It is important to emphasize that the work of indigenous school building is not a singular or solitary effort. Our applicant team and lead applicant have benefited greatly from direct partnership and participation in the NACA Inspired Schools Network (NISN) fellowship program, which launched in Oklahoma alongside the Sovereign Schools Project last year. To understand NISN it's useful to first talk about NACA - the Native American Community Academy in Albuquerque, NM. NACA started as charter middle school with a few dozen 6th graders in the fall of 2006 housed in a couple of humble trailers on gravel lot next to an aging middle school. It has since grown into a model school winning various national awards and honors and has become laboratory for culturally relevant indigenous curriculum development and decolonized pedagogies that has helped define what it is to be a *community* school. NISN was created due to demand from the school's founder, Kara Bobroff, that NACA's model be brought to other tribal communities in New Mexico.

At this point in NACA's journey, you might expect a familiar story where the school's founder iterates her model in other places and builds a charter management organization to support and proliferate their ideas about schooling and education. This isn't quite what happened. Kara's real revelation was that NACA is impossible to clone and iterate because NACA was created for the students and families of Albuquerque. Instead, she figured that the best way to spread her educational philosophy was to emulate the *process* that created NACA all those years ago. From that idea came NISN or the 'Inspired Schools Network.' NISN's role is to train people to develop and build

schools using the same community-led design process that created NACA. Our lead applicant is a fellow in that program and has also been a part of the coaching team in Oklahoma that has been developing new schools since last summer.

The fellowship itself is a rigorous learning, professional and personal development experience encompassing all of the exciting and mundane aspects of school design. Since the summer of 2016, Phil has visited nearly two dozen school sites in 6 states in urban, rural and suburban locales using a wide variety of teaching methodologies, curriculum and community building practices. He's spent nearly a month and a half at the NACA school site in Albuquerque and has spent time at most of the other NISN member school sites across New Mexico. Most of all, he's built deeper connections and ties to the Native community in Oklahoma City.

One final point of clarification about the fellowship - while it is typical for school design fellows to assume the school leader roles at the schools created during the fellowship, it is not the only option. While every NISN fellow has continued to serve the school they helped create in some capacity once established, those fellows have also done so as board members, instructors or other non-principal administrators.

D. Community Engagement and Support

The SCS Design Committee was convened this past summer as Phil formally assumed the role of NISN fellow charged with the design and creation of a school for the Oklahoma City metro area. The first move was to convene a committee with diverse backgrounds that could help with various aspects of school design and so the first meeting brought together a student, a community organizer, a small business manager, a teacher, a social worker, a professor, a non-profit manager, a federal grants technical

expert, and a few parents to a single place to get behind a vision for a new school for the Native families of this city we all love. From that first committee to this application, our team has been engaged community outreach work to gain the feedback and insight we needed to make progress in the design of the school.¹



Picture from one of our community night gatherings

Since our group started this summer a summative inventory of our outreach efforts has yielded:

- A community night in September that brought nearly 140 people to the OKC
 Muscogee Creek Association center for an evening of small group discussion,
 dinner and fellowship
- Launched our social media presence on Facebook less than a month ago and have already collected nearly 350 likes, almost entirely from people who live in the OKC metro area. Our Facebook presence is the primary means of

9

¹ A more detailed examination of the backgrounds of each of the founding committee members can be found in Section 2 and the Appendices

- communicating and organizing on a mass scale, though we also disseminate information through various Native community listservs and groups as well
- Community gatherings and outreach at member churches of the Oklahoma
 Indian Missionary Conference, with several events held at the Angie Smith
 Memorial United Methodist Church
- Focus group dinners with Native college students
- Presentations to over a dozen community organizations in the OKC metro area that serve Native families
- Dozens of one-on-one conversations with community activists, professors, tribal leaders, educators, charter school leaders, and the leaders of Native communityfacing CBOs as well as current leaders and founders of indigenous-centered schools in Minnesota, Florida and California
- A community survey launched in early October that has yielded about 20-30
 responses per week and which will remain open throughout the application
 review process as we continue our outreach efforts beyond the submission
 deadline

All told about two months of outreach has yielded over 250 individual touch points and we've taken the notes, feedback and insight from those touch points and derived our founding mission and vision from which all other choices about the school have emanated all or in part.

And our initial wave of outreach will continue beyond the application submission deadline. On our community calendar for the immediate horizon are more focus groups with Native college students at OCU and OU, consultations with tribal leaders and the

Directors of several local tribal departments of education like Cheyenne and Arapaho and Citizen Potawatomi Nations, another large community feedback event to review our proposed mission and vision on Thursday, November 9th. We will also have sit downs with the leadership and staff of organizations like Oklahoma Indian Legal Services, OKC Indian Clinic, the board of the Red Earth festival and the American Indian Cultural Center and Museum and the local tribal community centers of the Comanche, Choctaw and Chickasaw Nations. It would be appropriate to say that our community outreach will never really end - keeping a finger on the pulse of the community is the lifeblood of the school and a central part of our mission and vision.

Lastly, we would be remiss if we did not describe how community input has affected school development over the last couple of months. This part of the school design process relies heavily upon ideas developed by NISN using the 'Schooling by Design' (SbD) framework. The design process goes like this: from community input our team derived a set of 'Big Ideas' - stalwart themes that emerged in many of our individual and group conversations about schooling. From these Big Ideas our team developed a set of 'Essential Questions' to encourage critical thinking about the community's big ideas and we those questions with Enduring Understandings - short impact statements that describe our convictions about what the community is telling us and also double as responses to the Essential Questions posed by our community outreach. These Enduring Understandings taken together as whole describe the vision for our work and our mission statement is derived from our committee's best thinking and ideas about what would be true if that vision were realized. The original work we did in this area can be seen in **Appendix A**.

Continuing the school design process from the Enduring Understandings, we are able to identify potential goals our school would achieve to make measurable progress towards our mission and vision, and from those goals we can create, align and describe curriculum, programs and policies that work towards those goals until finally we describe the assessments we would use to measure the efficacy of that curriculum and those programs. At that point we effectively have a high-level organizational design and internal logic for a school, all inspired by a massive gathering of inputs from the community who will use that school.

The timeline for the development of the school application unfolded as follows:

- The application began to take shape in early September, beginning with the things we knew we could create with the information we had already gathered: governance structures, research on facilities options and preliminary budgetary projections and research.
- Very soon after our first large community event in late-September, our team turned to academic program design and research – work that continued pretty much right up until the October 20th deadline.
- Beyond the deadline, the application further evolved based on questioning from the district and continued development of our facilities plan

The district also asked our team about the timeline for community input gathering and during our school design process and beyond, and that timeline looks like:

 JUNE: Project funding approved by NISN – lead applicant begins one-onone community outreach looking to convene a school design committee to help with outreach and research

- JULY: Committee members identified, lead applicant begins
- AUGUST: First committee meeting is held in early August to orient the
 team to the school design work and introduce them to the key concepts
 that drive NISN approach, the committee meets again to plan community
 outreach activities, committee members begin own outreach
- SEPTEMBER: Committee meets three times to plan community outreach,
 meetings with organizations and individuals are in full swing and we hold
 our first large community event in late September at the OKC Muscogee
 Creek Association building, resulting in thirteen 90 minute focus groups
 with over 130 people in attendance; we hold our first focus group with
 students, interviewing more than a dozen Native high school kids
 attending local schools. Community survey is rolled out mid-month and
 held open through to late October
- OCTOBER: Individual meetings continue, smaller planned events are held at Angie Smith Memorial UMC and at OU with a group of Native college students, school design committee meets 3 times to plan outreach and spends 3 days at NACA on a group trip over the fall break
- **NOVEMBER**: 2nd large community event is held in early November, this time attracting nearly 170 people, feedback around school mission/vision is gathered, outreach to organizations and individuals continues, over 100 parents and kids come to the OKCPS school board meeting presentation, and we have a presence at OKCPS annual pow wow, sponsoring the boys

traditional and grass dance competitions as well as hosting a table where we collect several dozen community surveys

• FUTURE: We have announced an April community event to update parents and supporters on our facilities and transportation plans as well as to roll out the first of several community committees we are creating to assist with implementation of the plans detailed in this application. We would aim to host more gatherings on an every-other-month cadence to keep the community updated on school development

E. Educational Program & School Design Overview

In the next section you will get an in-depth look into our academic plan, and so we want to take this summative opportunity to say that our school's design clearly and deliberately emanates from our mission and vision.

Holistic Student Wellness

The first sentence of our vision notes our belief that student wellness is central to our students' ability to academically succeed. Wellness at SCS is holistic. Students developing their own personal wellness holistically, supported by our curriculum and teachers, is our priority. To support that vision we're proposing the adaptation of a wellness curriculum model developed in-house at NACA and iterated for the last decade. And to further underscore the importance of student wellness, we would note that wellness class isn't the only time where kids will get lessons about or interact with its various frameworks and assessments. We want our focus on wellness to be nearly omnipresent and we want our students to know that we recognize they can only be their best learning selves when they are or are working towards, being holistically healthy.

Rigorous Indigenous Learning Community

We also focus in on the notion of a 'rigorous indigenous learning community' - a place where kids go to be challenged and to grow but also to be exposed to ideas, philosophies, histories, and facts that reinforce a positive indigenous self-identity. We aim to build a school that frequently re-centers the classroom and school house from the traditional mainstream perspective to that of indigenous peoples. We do this because connecting and reconnecting our kids to our respective cultures is vital - for instance our kids are typically at least two or three generations removed from a fluent speaker of their tribe's language, many kids don't know their tribe's songs or dances, or why ceremonies are held in particular ways. Kids have told us themselves about their struggles with personal identity and how mainstream society's expectations of what it is to be 'Indian' in this world clashes with their own self-concept and chips away at their confidence until all that's left is a colonized mind. So on one side you have kids who need and want to nurture deeper cultural ties but who have no outlet to meet that need and on the other side we have kids who come from families strongly connected to their cultures but for whom there is little to no place to be themselves. SCS will be a place for both and everyone in between.

We accomplish this work through the modification of rigorous 'out-of-the-box' curriculum like Eureka Math or SpringBoard, the adaptation of curriculum already developed and implemented at the original NACA school site, and the creation and design of our own in-house curriculum in some cases for entire curricular strands like Indigenous Languages and in other strands for unit or lesson planning. This brings up another important point that speaks to the larger culture of our school site - we are very much a

community of learners from kids to adults. As you'll see from our proposed PD plan, we place a premium on developing our teachers and the use of continuous improvement processes. The only way we can successfully deliver on the curricular promises in this application is if our staff and leadership will have a learning orientation towards their work, and we will place a premium on this quality as we staff our organization.

Intertribal Inclusivity

We also strive to build a school that balances the need for a common space for the Indigenous people of this city to form and express solidarity while also remaining cognizant of many Native peoples' pride in their specific tribal identity or even identities. You will see this lived out at the school in our approach to community and parent engagement and our goals to become a hub of community activity and organizing around the issues that affect our kids and families the most. And yet our school won't just be a place for us to organize for justice, but also a place to celebrate and build bonds across cultures and mores. Oklahomans are quick to think of Indigeneity as monolithic forgetting the truth of this place: Of the 39 tribes who share this land, few actually called it their ancestral home. Many were removed here, forcefully and at grievous expense, and arrived only to have the land they were given as recompense for the unforgivable stolen again. Inclusivity of our various tribes means creating spaces where we can work together in solidarity for the common good. It means pausing in our school and development process to consider how certain choices affect different tribal groups. It doesn't have to mean 'Pan-Indian' - we can celebrate our differences, champion our common causes and welcome Indigenous people of all phenotype, experience, connection, blood quantum and consciousness into our space.

Cultural Connectedness

As noted previously, our school will celebrate indigenous cultures and integrate their ideas and philosophies into all aspects of our curriculum. But we want to also specifically grow our students' knowledge of their own indigenous cultures and the cultures of the people around them. Recognizing that our families will come from a spectrum of connectedness to their cultural heritage, we will create a safe space for kids of all indigenous backgrounds to grow their knowledge of language, ceremony, tribal governance, arts, traditional songs and dances when appropriate to do so in a school setting. Our goal will be to grow students' security in their own Indigenous identities and to equip them for posterity with the 'cultural armor' that will protect them from assimilation and the insidious cultural genocide of everyday life as an Indigenous person in a colonizing world.

Taken as whole, our vision for our kids and our community will create students who are ready to serve and lead their people.

F. Leadership and Governance

This aspect of the school is covered much more in depth in Section II of this application, but before we close out this introduction and transition to the academic plan, we would like to briefly outline our leadership and governance plans.

School Governance

The SCS founding board is made up largely of the people who played the lead organizing and design roles of our school and application - the members of our school design team. Our lead applicant will assume the role of Founder and Board President,

and each member of the school design team save our student colleague will join the founding board at least through the start of the first school year in 2019. Having the group that designed the school serve as the school's founding trustees will ensure a high fidelity implementation of the ideas contained in this document by whomever the board selects to be the founding school leader. The one exception to our board composition strategy is our Treasurer - we intend to outsource this vital function at least in our first year to a person with a strong background in school finance and familiarity with the systems and processes used by districts or charters to manage their fiscal health.

Before moving on, we'd also like to be clear about the nature of two critical partnerships that will help our school thrive: NISN and TEDNA. Our school will be a member of the NACA Inspired Schools Network, and that membership currently costs the school nothing, and to the best of our knowledge and recently affirmed by NISN's Executive Director, there are no plans to collect dues or membership fees from NISN member schools. NISN's supports are considerable - they have expertise in curriculum design, school finance and several 'back office' school functions for their member schools in New Mexico, and we're lucky they're able to offer these services supported purely through philanthropic supports.

Secondly, there's TEDNA and the Sovereign Schools Project. TEDNA is currently contracted with NISN to create a charter school application and submit it to the authorizer of their choice - that's this document. Beyond that, SCS will work closely with the Sovereign Schools Project, which will continue to be governed by its Board President. The Project looks to expand over the next 18 months to provide curricular

and other academic program development supports for the other indigenously focused schools in Oklahoma, and will likely do so without membership fees upon initial expansion. Once up and running, the idea is that the work of the Sovereign Schools Project will attract significant tribal, federal grant and philanthropic supports that will enable it to continue supporting Oklahoma's indigenous schools and programs with high quality curriculum and academic program development services.

School Leadership

As implied above, our school's founder and lead applicant does not intend to serve as the school's founding leader. This will mean that soon after we receive our charter, our board's paramount job is to conduct a successful search for a school leader. We hope to have this person selected by the spring and in place in Oklahoma City by summertime for an August start date. That person will internalize our community-led approach and build their inroads with this city before executing the remainder of the school start-up plan and complete the journey to the first day of school in 2019. Detailed information on the relationship between school leadership, the school board and the founding principal's job description can be found in Section II.

G. Conclusion

We hope this introduction and overview of our school has prepared you for the following pages. Our intention was to give you a strong sense of our mission and orientation to this work of school and community building, but also to highlight how our mission and vision have been implemented at more granular levels. We also hope you see how this

proposal is probably quite different than many you've reviewed for OKCPS in the past. We thank you for the time, care and effort you'll put in to the review of this application.



SECTION 1 ACADEMIC PHILOSOPHY, PROGRAM AND ASSESSMENT

A Preface by Dr. Cornel Pewewardy Pedagogical Potential of Culturally Responsive Teaching American Indian Students²

Applicant Note: Our NISN team is fortunate to have working with us an esteemed scholar of curriculum design and indigenous teaching methodologies, Dr. Cornel Pewewardy, Professor Emeritus and former Director of Portland State University's Indigenous Nations Studies Program, recently retired home to Lawton, Oklahoma. Dr. Pewewardy's work on culturally responsive teaching and the pedagogies of resistance are part of the philosophical underpinnings of NACA, NISN and SCS. When he heard we were submitting a charter school application he asked what he could do to contribute and we asked if he could preface our Academic Program section with a short essay explaining his perspective on the value of culturally responsive teaching for Native students. This is his submission.

Culturally responsive teaching and learning uses the child's culture to build a bridge to successful academic achievement. It places other cultures alongside middle-class mainstream, macrocultures at the center of the classroom instruction paradigm. The bridge developed through the use of culturally responsive pedagogy leads to more than improved academic achievement. For example, it encourages deeper study of one's own culture and/or the study of other cultures. Ultimately, it can lead away from ethnocentrism toward a common national destiny. Most importantly, the teacher and the student cross the bridge together, hand-in-hand, intertribally, interculturally, and transculturally.

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² Pewewardy, C. D. (1999). Culturally Responsive Teaching for American Indian Students. In Etta R. Hollins and Eileen I. Oliver (Eds.)., *Pathways to Success: Culturally Responsive Teaching*. (pp. 85-100). Mahwah, NJ: Lawrence Erlbaum Publishers.

Culturally responsive teaching is especially pertinent in an increasingly diverse society. It means responding in educationally constructive ways by employing cultural patterns that influence the behaviors and mental ecology of the classroom. For teachers of American Indian student, to be "culturally responsive" is to be sensitive, aware, and capable of employing cultural learning patterns, perspectives, family structure, multiple worldviews, tribal languages, and local tribal English dialect in the teaching, learning, and mental ecology of the classroom. It is important to think multiculturally, rather than monoculturally, and to be aware of one's own development as a teacher within a culturally diverse society.

Culturally responsive pedagogy is an important aspect of the multicultural educational reform presently taking place in the nation's schools. Essentially, it is at the heart of all good teaching. It helps teachers meet the needs of each individual in the classroom by addressing their cultural and experiential backgrounds and the special expertise each has developed. Culturally responsive pedagogy requires adaptation to local circumstances. A part of this adaptation is based on understanding diversity within, as well as across, cultural groups. However, teachers' biases may be a barrier to using culturally responsive pedagogy to support American Indian students' learning in school. Culturally responsive teachers focus on the strengths that exist in American Indian families while using a culturally accepted group pedagogy to promote social cohesion. Tribal culture can be used to strengthen group ties. For many American Indian students, tribal identity is built through their participation in cultural activities such as intertribal powwows, feasts, special events at school, and cultural gatherings. In teaching American Indian students, it may be necessary to explore issues of Indian-White

relationships, to identify the individual's value structure, and to investigate issues of culture conflict and identity. Biracial and blended families may do well with traditional American methodology and pedagogy of teaching; however, traditional Native students may first have to deal with issues of trust and may respond best to a combination of student-centered instruction with behavioral approaches that are culturally responsive. In order to fully understand and be able to apply culturally responsive pedagogy for American Indian students, preservice teachers should:

- Have classroom experience with American Indian children before student teaching.
- Understand and respect students' cultural knowledge base.
- Study the history and culture of American Indian children including their values, stories, music, and myths, as well as study racism/sexism from both cognitive and affective worldviews.
- Be reflective practitioners and develop observational, empirical, and analytical skills necessary to monitor, evaluate, and revise continually their respective teaching styles.
- Acknowledge the cognitive worldview of American Indian children.
- Know how to include Indian parents and respective communities in the decisionmaking process.
- Understand the cultural code switching, dialect, and/or Indian English of the students.
- Overcome fear, apprehension, and overreaction related to American Indian children's styles of personal presentation.
- Acquire clinical experiences in schools that have strong support systems.
- Be aware of cultural differences when evaluating students.

The following principles are offered to guide culturally responsive teaching. Culturally and linguistically different students learn best when:

- Teachers use students' prior cultural knowledge as a foundation in the teaching and learning process.
- Classroom practices are compatible with students' language patterns, cognitive functioning, motivation, and the social norm and structures to which they are accustomed.
- Assessment practices and procedures reflect the diversity of student strengths and an appreciation for multiple intelligences.

- The attitudes, beliefs and actions of the school model respect for cultural diversity, celebrate the contributions of diverse groups, and foster understanding and acceptance of racial and ethnic plurality.
- Teachers value cultural knowledge, view students as assets, and integrate them into classroom instruction.
- Teachers act as cultural mediators, and provide assistance through the use of questions, feedback, and scaffolding.
- Schooling provides children with the knowledge, language, and skills to function in the mainstream culture but does not do so at the expense of the students' Native language and original cultural orientations.
- Schooling helps children participate in multiple cultural or language domains (arenas) for different purposes without undermining their connections to their original culture.
- The community and the home validate and support the academic success of their children.

Continued change and development for teaching American Indian students requires a broader perspective. American Indian children (like all children) must see themselves as contributing to the entire human process. They must see themselves as participants, rather than spectators. All resources must be incorporated into a systematic regional approach to teaching American Indian students. The sustaining of a social and cultural impetus for the education of our children must come from the theorists, activists, practitioners, and parents. If American Indian learners are to be prepared for the future, then we must take advantage of the lessons of the past, workings of the present day, and preparation of tomorrow's culturally responsive teachers.

A. Educational Program Background and Overview

The SCS's academic offerings and instructional framework are grounded in the school's mission to activate the next generation of indigenous leadership by engaging our youth with rigorous, culturally relevant curriculum that challenges them to understand and affirm their role as citizens of our many Native nations. Before diving into the specifics of The SCS's educational design, it is pertinent to offer some background on The SCS's

unique program as well as some additional information on our partners at the NACA Inspired Schools Network (NISN). This context will make the ideas and curricular choices unpacked in this section easily understandable, as much of what The SCS proposes is tailor made especially for Native American and/or Indigenous students in Oklahoma City.

Within these guiding concepts, each SCS course plays a specific role in achieving the school's desired results and is tied to a specific set of student outcomes, assessments, curricular implications, and instructional design. The SCS school has been thoughtfully designed with the principles and philosophies of Indigenous education and sovereignty at heart. There is not one single or consistent definition of Indigenous Education, but a reading of scholars like Dr. Cornel Pewewardy, Vine Deloria, Dr. Stephanie Fryberg, Dr. Jean Dennison, and Dr. Tiffany Lee, reveal certain themes.

One theme is the teaching of wellness, not only for the sake of one's well-being, but also because of its positive impact on students' self-concept, cognitive development, and the formation of community. Another clear theme is the importance of identity, and of ensuring that students' experiences in school affirm and build healthy identities. In part, this is accomplished through recognized frameworks for Culturally Responsive Teaching (CRT), which imply the need for educators to display cultural competence and for curriculum to acknowledge and celebrate cultural knowledge and ways of knowing. CRT in our context is not necessarily about the teaching of traditional culture so much as it is about recognizing the value of traditional knowledge, addressing authentic and local topics, and allowing students to safely explore what it means to them to identify as Native in the contemporary world.

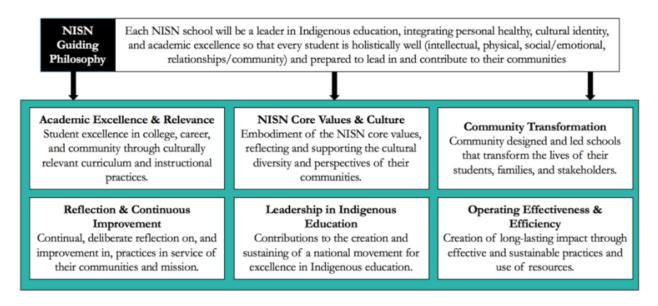
Another clear theme in terms of curriculum is the need for the content to affirm students' identities by giving equal time to topics of importance for our students' communities and families and that allow them to see themselves in the curriculum. At the same time we believe this charter application will show how this philosophy can work while still meeting the content standards set forth by the state. This implies, for example, that a social studies course include an in-depth study of treaties and sovereignty, that English coursework includes Indigenous authors and relevant themes, that history coursework recognize and devote time to history before colonization and with an eye towards Indigenous perspectives and narratives, that science coursework recognizes traditional understandings of the natural world, etc.

All that said, at the heart of our work is the Native community of Oklahoma City. SCS is a member school of the NACA Inspired Schools Network (NISN) and has *immensely* benefited from NISN's community-led design framework to engage and receive feedback from local parents, students, tribal leaders, educators, and Native community-facing organizations in Oklahoma City.

About the NACA Inspired Schools Network (NISN)

The NACA-Inspired Schools Network (NISN), the first network of its kind, lives by the philosophy that each member school will be a leader in Indigenous education by integrating personal health, cultural identity, and academic excellence so that every student is academically prepared for college, holistically well (intellectual, physical, social/ emotional, relationships/community) and prepared to lead in and contribute to their communities. NISN is based on the successful Native American Community

Academy (NACA), a public charter school in Albuquerque, NM. NISN emerged in 2014 out of community efforts to establish the first network of high-performing schools dedicated to cultivating Indigenous education. NISN's vision is to provide every Native American student with the opportunity for an academically excellent and culturally relevant education. The model is based on the approach used to create NACA. That school was founded in 2006 and currently serves grades K-2, 6-12. (NACA will add a grade each year to become a K-12 school system) Currently, there are six NISN schools operating in New Mexico, and these NISN schools are located in both urban and rural areas. Through deep community engagement, NISN maintains quality and consistency through adhering to Six Core Commitments:



NISN's approach uses a leadership development pipeline that includes a two-year training Fellowship, networks of practice, technical assistance and support aligned with accountability, and a guided community engagement and charter establishment process. School leaders are recruited locally, regionally, and nationally as NISN Fellows

to build schools dedicated to providing a rigorous education while integrating Native American culture, identity, and community investment.

Academic Program Overview

The Sovereign Community School (SCS) is wholly committed to and inspired by the philosophies and methodologies of culturally responsive Indigenous education. To achieve this vision we will both create curriculum and borrow heavily from the lessons learned by NACA over the course of its 12 year existence. From the district's perspective, we believe a significant and innovative feature of our academic program is our foundational orientation towards Culturally Responsive Teaching, especially for students from indigenous backgrounds. Research shows that culturally responsive pedagogies improve the effectiveness of classroom learning by deepening relationships, affirming identities, and providing opportunities for students to use their acquired knowledge to best serve their community.

Intersecting with that notion is our orientation towards continuous improvement and development of various curricular strands at the school. Through a teacher PD program developed and currently used at NACA, our school will take on the considerable task of developing our own curricular strands in Indigenous languages, cultures and wellness while also 'indigenizing' the core curriculum by re-orienting the traditional perspectives in Literature, History, Math and Science to be far more inclusive of indigenous peoples. You can check out the next part of this section for insight into where our school will use homemade curriculum, indigenize widely used 'out-of-the-box' curriculum in some

areas, and utilize some excellent curriculum created and utilized by NACA at their original school site and also in some NISN member schools.

We also want emphasize the potentially game-changing nature of our aforementioned Indigenous Wellness curriculum proposal. This program speaks to the very mission of our school and comes from one of the Enduring Understandings developed out of our outreach efforts to the Oklahoma City Native community: students are best able to learn when they are holistically healthy. NACA has seen tremendous success with their program, and we intend to emulate many of its aspects while also tailoring learning to an Oklahoma tribal context as opposed to the heavy emphasis on the perspective of tribes in New Mexico.

These last few paragraphs don't really do our proposal justice, and so we encourage you to engage with this application and push our thinking. More than anything, we hope you come to believe, as we do, that Indigenous youth of this great community deserve a school created for them and by the parents, educators, community organizers, and leaders from their neighborhoods, tribes and communities. These ideas come from people who know them, love them, and have the highest hopes and dreams for their success because the future of our very cultures and nations depends on it.

For information on the logistics of our academic program - e.g. calendar, daily schedule, staffing, etc., please refer to Section II of this application.

<u>Curriculum: Sources and Development Process</u>

We recognize that there are many aspects of this proposal that are quite distinctive from what OKCPS or any charter school in the city offers in terms of their academic program. Given that, we hope we're offering a level of insight into our academic program plans

that is a bit beyond what's required by state charter school law. In that spirit, we would like to outline more specifically the source of our various curricular offerings.

SCS curriculum is broadly sourced in three ways: 'out-of-the-box' curriculum that we will modify at the lesson planning level to be more inclusive on indigenous perspectives and ways of knowing, NACA-developed curriculum currently used at the original school site that we'll adopt and re-frame as necessary for our community context, and curriculum that we'll develop ourselves inspired by a variety of sources from NACA, to Washington state's 'Sovereignty Curriculum' to Montana's 'Indian Education for All' curriculum to the National Museum of the American Indian's unit and lesson plans on a variety of topics.

Curricular Adoption, the role of the Board in Selection of Curriculum

The SCS School Board will select and provide adequate instructional materials as recommended by the school leader and review team, that will serve as the foundation for instruction in the core subjects of math, English language arts, social studies, science, and intervention programs. The Board will implement its own instructional materials review and selection process for materials that are not State-adopted (entire list of adopted texts can be found here: http://oktextbooks.ok.gov/. These procedures shall include processes, criteria, and requirements for (1) selection of reviewers, (2) review of instructional materials, (3) selection of materials, including a thorough review of curriculum content, and (4) reviewer recommendations. The procedures must also establish a review cycle for instructional materials, list the qualifications of reviewers, establish a process that certifies the accuracy of instructional materials and comply with all other Oklahoma state requirements.

<u>Criteria for Selection of Instructional Materials (Textbooks)</u>

- Aligned to SCS Vision and Mission
- Comprehensiveness for students and teachers
- Targeted instructional strategies and targeted assessment strategies
- Teacher support and development

Internally Created and/or Modified Curricula

The unique nature of what SCS are trying to achieve is balanced with the understanding that creating curriculum is time consuming and difficult work. Through our membership in the NISN network, we aim to strike a balance curricularly where we create what needs to be created to meet the unique needs of our student population while also accessing nationally recognized and lauded curriculum materials. We wanted to highlight two areas where you'll see different teaching or curriculum development methodologies referenced: project-based learning and the process of 'indigenizing' already existing curriculum.

Project Based Learning (PBL) is a widely used teaching method where student learning occurs while they work on longer-term engagements solving authentic and complex questions and challenges. Philosophically we the PBL's focus on critical thinking skill development in kids, and strong foundation in building teams and community to be effective. In addition, with proper planning and coordination, students engaging in this teaching method can be exposed to multiple content areas in one project, offering potential to cross over with other subjects and topics. Another major reason a PBL STEM classroom works for the SCS is because this allows for the classroom to be student focused and student centered.

The act of modifying existing content to create space for conversation about American Indian identity is called Indigenization. Similar to other practices of creating culturally relevant learning experiences from larger student subpopulations; Indigenization creates space for the history, and current day priorities of American Indians to be at the forefront. The tenets of Culturally Responsive Teaching (CRT) apply almost unilaterally to exploring whether a curriculum portrays an indigenous perspective. Taking the time to interrogate a curricular strand for indigenous voice and if not present, making sure that perspective is inserted is at the heart of the process. At SCS content will be adapted and indigenized from its 'out-of-the-box' state and we will also develop content that will be naturally indignized from conception to execution.

The following table outlines the various sources for each curricular strand (8 in all - 7 subjects and our advisory program), and when we think we'll develop a curricular piece in house, we'll note our probable sources and inspiration for that piece.

Curricular Strand	Source	Rationale
Indigenous Literature	-SpringBoard ELA -NACA: Native Literature	The Sovereign Community School (SCS) will be utilizing Springboard for 6th and 9th grade English Language Arts. Springboard aligns well to our school philosophy towards instruction and easily lends itself to be customized to suit the needs of our students. Springboard is created by College Board which means it is rigorous and offers ready-made assessments online with similar language to what students will see on the SAT. Springboard releases new material every 1-2 years in order to maintain relevance and offers a multitude of diverse texts from authors all over the world. Springboard also offers online support for teachers and a comprehensive teacher site with additional plans, modifications and accommodations, and activities all of which can be easily aligned to Oklahoma Academic Standards.

Indigenous Histories	-'Since Time Immemorial' by Washington State OSPI -'Indian Ed for All' by Montana State OPI -NACA: Indigenous Humanities	The 6th and 9th grade Indigenous Histories curriculum is a tailor made curriculum that incorporates everything from land formation and cartography to world history, at the same time, incorporating aspects of Oklahoma State History, Oklahoma Tribal History, US History, US Government, Tribal Government, Federal Indian Law and Policy and World History. This curriculum pairs well with OKCPS standards and will also include ELA writing standards.
Indigenous Sciences	-Activate Learning Project-Based Inquiry Science for 6-8 grades -Project Lead the Way for our 9- 12 science needs -NACA: Indigenous Sciences	Activate Learning & Project Lead the Way were chosen for their adaptability and connection to indigenous ideology and are widely used in schools that employ the tenets of Project Based Learning.
Indigenous Mathematics	-Eureka Math -NACA: Indigenous Math	Eureka is a widely used, widely praised and rigorous math program. Additionally, our sister school in Tulsa, TICA, will be using this program and we share many of the same philosophies and can codevelop across our faculty any 'indigenizing' modification to the curriculum.
Indigenous Languages	-Developed by SCS during 'planning year' activities using instate resources and partnership with National Coalition of Native American Language Schools & Programs (NCNALSP) and the Oklahoma Native Languages Association (ONLA)	A unique solution with the potential to fill a pressing need in urban Indian education contexts where singular focus one or even a couple of Indigenous languages would in-adequately serve the a very tribally diverse community. This strand will be developed with community resources, partnerships and expertise of PhD and Master's students from OU's linguistics program
Indigenous Wellness	-NACA: Wellness -Some SCS in-house development will be needed to adapt this curriculum to an Oklahoma context	NACA's wellness program is a significant part of what makes NACA a great place, and with good reason. A comprehensive 6 year curricular program that melds physical, health, outdoor and cultural educational strands into a gendersegregated holistic class that parents, administrators and most importantly students rate as perhaps the most singularly important feature of the school. Student health was a stalwart topic of our OKC community outreach, and thus we intend to adapt this program to our own school. Once fully developed,

		the wellness curriculum will include exciting aspects of physical fitness that not only align with OKCPS standards in regards to motor skills and movement, health and fitness knowledge, but also include traditional activities specific to the Southern Plains region.
Indigenous Cultures	-'Since Time Immemorial' by Washington State OSPI -'Indian Ed for All' by Montana State OPI -NACA: Indigenous Humanities -NACA: Wellness -NACA: Indigenous Arts -NMAI Educator Classroom Resources	Our Indigenous Cultures curriculum will be an amalgam - we'll use a variety of teaching strategies and cover a range of topics: Indigenous arts, dancing, drumming, singing, cultural ceremony, Oklahoma pow wow culture, and reframing of Oklahoma history with a particular focus on the stories of the tribes removed here and whose land was stolen.
SCS Advisory	-NACA Advisory -Some in-house development needed	Many schools use advisory programs, ours will be a space to re-emphasize SCS values, student wellness, college engagement and student self-reflection. We can also use the flex time provided by advisory during our lunch hour to work remediate with students struggling in particular classes as well.

B. Educational Program and Curriculum

SCS will offer seven core courses and will also have an advisory class on non-PD days.

The seven core courses are:

- 1. Indigenous Literature
- 2. Indigenous Histories
- 3. Indigenous Mathematics
- 4. Indigenous Sciences
- 5. Indigenous Languages
- 6. Indigenous Wellness
- 7. Indigenous Cultures

Attached in our submission is a curricular map supplement that provides a walkthrough of each curricular strand, the essential questions and enduring understandings of those strands differentiated by grade level, as well as how each proposed core curricular strand in ELA, History, Math and Science are aligned to Oklahoma Academic

Standards. In this curricular map, we also provide a high-level curriculum maps that gives our best current thinking around what the various curriculum strands at grade levels 6-12 will look like as the school grows, and will use this map as a foundational document for further curriculum development as the school expands into new grades from 2019 through 2022. After we dig into the specifics on our curriculum we will also go into some more detail about how the curriculum will come together and what texts and supporting documents we'll use in our first year in each of the our seven curriculum strands.

The supplemental curriculum map contains:

- 6-12 High Level Curriculum Map
- Detailed view of each curricular strand for 6th and 9th grades including a brief narrative of each strand, essential questions, enduring understandings, student growth goals, state standard alignment for the four core curricular areas, textbooks or texts & resources we intend on using in each area, and lastly the anticipated assessments we'll use for each strand

Additionally, we have included in **Appendix B** a curricular resource guide that lists out a variety of online sources of information on our curriculum proposal. Of particular note is the NISN Resource Hub and the Washington State 'Since Time Immemorial' curriculum as they are sources of inspiration and our school will be adapting a lot of the work these educators have put in to create these great sources of knowledge and wisdom.

While we include the entirety of the curriculum in the supplement, here are the links to each curricular strand just in case you'd prefer to view each of these pieces in an easier to read format:

Curricular Strand	Read-only Link
Indigenous Literature	https://goo.gl/4tzEPp
Indigenous Histories	https://goo.gl/Gyrr1K
Indigenous Mathematics	https://goo.gl/GYjf9f
Indigenous Sciences	https://goo.gl/o6bJz8
Indigenous Languages	https://goo.gl/15G6Uz
Indigenous Wellness	https://goo.gl/CEM3w4
Indigenous Cultures	https://goo.gl/5oBr5h
Advisory	https://goo.gl/Lern35

Standards Alignment & Graduation Requirements

We would like to make clear that when the curriculum maps on the following pages reference standard alignment we are talking about Oklahoma Academic Standards (OAS), not OKCPS or some other set of standards. We aligned our curriculum with OAS due to the reference of state standards in Oklahoma's charter schools law.

Advisory Program Overview

Who Gathers

- Designated SCS staff, 6th and 9th grade students and their families create and belong to Advisory.
- SCS students, families and advisors have opportunity to learn--and deepen their understanding of--their distinct, essential and interconnected roles each year.
- SCS community partners (and eventually alums) are welcomed into Advisory on a regular basis to share experience, information and support.

Why We Gather

- To model, nurture and deepen the essential, interconnected relationships we have with one another
- To provide a caring, consistent 'home base' for students and their families as they journey through SCS
- To ensure clear, effective and timely communication on behalf of all SCS students;

- To honor the distinct families, communities, cultures and traditions we come from:
- To create space to share and learn from the unique blessings, struggles, questions and gifts we bring;
- To support personal, academic and community growth in relevant, dynamic and meaningful ways as students progress through middle and high school.
- To ensure that SCS students develop mindsets, habits and tools for personal wellness and health.

How We Gather

 Our shared 6th-12th grade Advisory protocols reflect--deepen our connection to--SCS's mission and core values³

When We Gather

- SCS 6th-12th Grade Advisories meet four times most weeks.
- Through Advisory, high school students also play leadership roles with mentoring SCS middle school students, hosting guests and assisting with school wide gatherings including Orientation, Morning Circle, Feast Days and Year End Celebrations.

What We Share

- Our shared 6th-12th grade Advisory content (both experiences and information) reflects our commitment to supporting SCS's Mission that students become holistically healthy leaders who understand and affirm their roles in our Native nations.
- Specifically, our 2017-2018 content centers on:

• The NACA/SCS Wellness Wheel

- Finding dynamic, developmentally relevant ways to utilize and engage students and families with the same Wellness Wheel model. (Head, Heart, Body, Surroundings)
- Creating experiences that honor all aspects of students' identities.
- Integrating 'anti-bullying' workshops/resources into Advisory (through Student Support)
- Partnering with additional SCS staff and community members to strengthen network of support (including Student Support, Health Clinic colleagues, family & community members)

• Student Led Conferences

- Deepening student and family understanding of SLCs as a vital process through which all academic growth is supported
- Developing student capacity to utilize SLCs as constructive tools for supporting their progress in each class.
- Creating the support structures necessary to ensure that the intended purpose and outcomes of SLC's are honored.

³ As noted in the application - our school has not yet pinpointed our core values as we have not completed our community outreach around the founding school values - much of this work will occur in November, December and January.

- Creating opportunity for consistent, ongoing SLC reflection for advisors, students and families.
- See Appendix C for an example of a student-led conference report form
- Academic Support (grade checks, IEP's, Next Step Plans)
- Strengthening and/or developing the communication structures between advisors, teachers and advisors, advisors and families to ensure academic progress/success
- Ensuring consistent weekly academic 'check-in' with each advisee
- Ensuring that attendance concerns are addressed early based on timely updates provided by Admin Team.
- Gathering and developing resources essential to student success including time management, organization and learning assessments
- Collaborating with Advisory teacher and NISN College & Career Pathways to provide additional support including summer opportunity planning and college & career exploration.

Graduation Requirements, OK Promise Alignment and Transferability

In order to graduate from SCS and to ensure compatibility with local high schools should students want or need to change schools, we have aligned our graduation requirements very closely with OKCPS' own credit requirements in various curricular areas. They are as follows:

Indigenous Literature and Composition (4 Credits)

- Indigenous Lit I: Springboard ELA Theme Coming of Age
- Indigenous Lit II: Springboard ELA Theme Cultures
- Indigenous Lit III: Springboard ELA Theme The American Dream
- Indigenous Lit IV: Springboard ELA Theme Perspectives

Indigenous Math (3 Credits)

- Indigenous Math I: Algebra
- Indigenous Math II: Algebra II
- Indigenous Math III: Geometry
- Indigenous Math Electives: Pre-Calculus, Calculus, Statistics

Indigenous Histories (4 Credits)

- Indigenous Histories I: Oklahoma & North America
- Indigenous Histories II: Indigenous Geographies
- Indigenous Histories III: Indigenous World History
- Indigenous Histories IV: Tribal Sovereignty & U.S. Government

Indigenous Sciences (3 Credits)

• Indigenous Sciences I: Environmental Science

- Indigenous Sciences II: Biology
- Indigenous Sciences III: Chemistry
- Indigenous Sciences Electives: Physics, Environmental Science II

Indigenous Wellness (4 Credits)

- Indigenous Wellness I
- Indigenous Wellness II
- Indigenous Wellness III
- Indigenous Wellness IV

Indigenous Languages (2 Credits)

- Indigenous Languages I: Indigenous Languages of North America
- Indigenous Languages II: TBD Tribally-led Language Class Offering

Indigenous Cultures (3 Credits)

- Indigenous Cultures I
- Indigenous Cultures II
- Indigenous Cultures III

SCS Electives (2 Credits)

• Possible Electives: Math, Science, Language, Law, Arts, Cultures

TOTAL CREDITS REQUIRED: 25

EOI Exams: Additionally, SCS students would be required to pass at least 4 of the following seven classes' SCS EOI exams to graduate:

- Indigenous Literature I (Required)
- Indigenous Math I: Algebra (Required)
- Indigenous Sciences I: Environmental Science
- Indigenous Math II: Algebra II
- Indigenous Math III: Geometry
- Indigenous Histories II: Geographies
- Indigenous Literature III

Students are allowed to re-take exams in order to pass this requirement, though only the first sitting of the exam contributes to the student's final grade in that class.

Alignment to OK Promise

Given our unique curriculum we also want to be sure that our students are taking classes that make them eligible for OK Promise. A review of the core curriculum requirements for OK Promise show our curriculum well-aligned and our students eligible

to apply their credits. A cursory look at the requirements left us unsure about our specialty curriculum around wellness, culture and indigenous languages, however the Higher Ed Regents have a clearly defined process for reviewing course not already listed for acceptance into the program and we intent to avail ourselves of that process at school start up. Once those speciality courses are approved, 100% of our curriculum will be in compliance with OK Promise as described by the Regents.⁴

Credit Transferability

SCS pledges to comply with the Oklahoma student transfer laws. Every consideration will be given to high school students transferring in to SCS to ensure that students maintain a clear four year trajectory to high school graduation. Given our curriculum alignment to OAS students transferring out of SCS will not have an issue as all course codes will align with the OSDE requirements prior to student enrollment.

C.Individual Student Assessment⁵

SCS students will be the primary drivers of their own learning. Through deliberate practice during direct instruction as well as during advising sessions, students will learn to monitor academic progress, identify their own areas of growth and learn to advocate for their academic needs early, when problems are easy to mitigate. While classroom teachers will be responsible for monitoring student growth in their class, advisors will be responsible for monitoring their students' performance and behavior overall. Each

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⁴ To review these requirements as well as the process for having classes approved by the regents go to this link: https://secure.okcollegestart.org/College_Planning/Prepare_for_College/course_guidelines.aspx

⁵ This part of the application borrows heavily from our sister school - the Tulsa Indian Community Academy (TICA), a proposed partnership school with Tulsa Public School, which is also an NISN member school and whose team worked closely with NACA's curriculum group in the creation of their school

advisor will receive student grades and behavior reports each quarter and will use those with the student and parents to create plans based on a student's performance, which may include a referral to SCS' Student Success Team, initiating a 504 or SPED referral.

Individual student progress will be shared with families via quarterly report cards and conferences. Each instructional teacher will share grades and notes with advisors. Grading will be accomplished through a standards-based grading system and will demonstrate students' mastery of grade-level state content standards. Advisors will then compile each student's grades and write a narrative of that student's progress to be shared with families. This narrative will also include information about relevant assessment data like NWEA. The advisor will be the point person for conferences. At the same time, students themselves will reflect on their personal health and wellness, their goals, and their progress. They will share this with families. Conferences will be student-led and focused on setting goals and making plans for the coming quarter (an example of a student-led conference worksheet can be found in **Appendix D**). In addition to conferences, families will be able to access student grades and attendance through an online system through the school's website. We do not yet know which learning management system we will use, but have requests to several vendors, including NACA's current vendor, Schoology.

Mid-quarter grades will be expected to be uploaded online by the 5-week mark

(approximately - some quarters are longer than others) to ensure that families and
students are aware of a student's performance without any surprises at the end of the
quarter. Parents wishing to schedule a mid-quarter conference to understand the root

causes of student performance and help create a plan for finishing the quarter strong, will be encouraged to do so. Advisors are responsible for facilitating preparation for Student-led Conference (SLCs), the primary, quarterly practice of students communicating progress and goals to families against stated SCS outcomes in academics, wellness and cultural knowledge. In addition, advisors will coach advisees in explaining formative assessment results to families, and specific, measurable goals for the next formative assessment, to be communicated during the subsequent SLC.

Classroom Level

At the conclusion of each unit of study, each classroom teacher will submit a unit-level reflection to the principal based on the intended outcomes and what the unit assessment shows. This process will be supported and deepened by peer critique with other teachers. Peer critique and reflective protocols will take place during weekly Professional Development time that has been set aside in our schedule. This peer feedback and thought-partnership will aid in individual teachers data analysis practice with support from their peers. Based on unit data, class-wide trends will be identified to inform and improve the teacher's practice by identifying necessary reteach, while individual students not meeting the expectations will be triggered for remediation or support both within the core curriculum and intervention. In addition, the principal will do consistent classroom observations to assess teacher execution and classroom culture, with feedback and coaching as needed.

D. School Accountability

SCS's ability to adapt and grow based on objective measures of the school's

performance is one of the most important characteristics for success in the long term. At

The SCS, we understand that by embarking upon a project to open a school committed

to culturally relevant Indigenous education, we are joining a movement in education that

is young, dynamic, and held to high standards. And as a founding team committed to

excellence, it will be important to reflect, adapt, evolve, and improve constantly--at the

level of individual students, classrooms, and whole school. We are strong believers in

accountability and take the responsibility of educating our youth very seriously.

Continual feedback from both internal and external sources will be imperative

throughout the school year.

It makes sense then to start by talking about school-wide indicators we think will do the

best job at capturing the kind of impact we hope to see in our students and community.

We propose at least four mission specific indicators mapped to our four part vision.

Within each of those indicators we propose specific measures with goals developed

using the S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, Time-bound) goal

framework, and then present the grades that will be held to those measures as well as a

rationale for how we arrived at this specific measure and goal. This should be a good

starting point for discussing a performance framework for a charter contract, though we

would note that there are some measures that we could also envision adding as our

school develops in the coming year.

Mission Specific Indicator #1: Academic Achievement

Measure #1: NWEA MAP Assessment

• When: Three times a year – Fall/Winter/Spring

43

- **Goal:** 60% of SCS students will demonstrate performance at the 70th percentile or greater in math and the 66th percentile or greater in reading on their spring NWEA assessment.
- **Grades**: 6th − 9th
- Rationale: According to NWEA's own research data, middle school students are likely to be college ready if they perform between the 70th and 84th percentiles in math, and 66th to 75th percentile in reading. This study shows achievement within that range typically correlates to a score of 24 on the ACT, or a score of at least 1160 on the current iteration of the SAT. If a near supermajority of our students are on an academic trajectory toward college readiness, than we will have realized a major pillar of our vision to create a rigorous indigenized learning community as it relates to student outcomes. Additionally, the 60% benchmark puts us in rarified company with schools NWEA considers "high growth."
- Implementation Plan: Our plan has three parts at start-up: 1) Familiarize our faculty with NWEA assessments and procedures during summer faculty planning sessions; 2) Administer the first exams in August 2019 likely within a month or so of FDOS; 3) Spend September faculty PD time internalizing student achievement and creating individual plans for each student to meet their growth targets with a set 'progress to goal' benchmark for the winter exam

Measure #2: SAT

- When: Spring (10th graders will take the PSAT/NMSTQ in the fall, but our measure is a summative SAT exam in 10th).
- **Goal:** We propose these two goals for 10th and 11th graders:
 - i. Goal 1: 90% of SCS 10th graders score 460 or greater on the reading <u>and</u> 510 or greater on the math sections of the SAT.
 - a. Notes: This is the benchmark the College Board defines as 'college ready' according to their own research and analysis. We raise the bar for the percentage of students who achieve at this level because it is a lower combined score than the one the students were held to as 6th-9th graders.
 - ii. Goal 2: 75% of SCS 11th grade students score a combined 1160 or greater on the current iteration of the SAT
 - a. Note: This corresponds to the bar we set for our kids on measure #1 however, the downside is the available data do not suggest a particular categorical bar on the reading & math sections on their own, just a combined one.
- **Grades:** 10th, 11th
- Rationale: The SAT is the most widely used college entrance exam in the
 country, and there are decades of research backing college preparedness with
 exam achievement. If our kids can achieve at this level they will enter their senior
 years on a pathway to not just completion of high school, but academic success
 at post-secondary educational endeavors.

Measure #3: College and Career Readiness Activity Participation

- When: We would look at 12th grade course and cocurricular activity engagement first cohort of 12th graders won't start until the 2022-2023 school year (Year 4)
- Goal: 100% of SCS 12th graders will participate in college level coursework –
 defined as dual enrollment in a college level course, or enrollment in at least one
 AP level class, or participation in a college-readiness program during out-ofschool time AND successful ongoing participation and completion of SCS's
 college and career engagement program
- Grades: 12th
- Rationale: If 100% of our students meet this bar we will have prepared every single one of our kids for post-secondary success either in school or career development options, a game-changing outcome for any community.

Mission Specific Indicator #2: Student and Family Wellness

Measure #1: QUAD Survey Results

- When: Varies students would use QUAD three times a year (F/W/S), parents would be assessed twice, community partners during annual school review
- Goal: Without a finished QUAD survey product and a baseline to estimate from and because we're breaking new ground here in terms of tracking student health outcomes as part of our self-assessment and perhaps even our charter performance framework, it's tough to set a specific number goal right now. However the goal we'll set would be an ambitious one that accurately measures our school's impact on student, family and community wellness overall. As this part of our school review plan is built, we would want to work very closely with the district as our authorizer to calibrate a high bar you could hold us to account. An example of what this <u>could</u> looks like: "80% of our parents will report on the QUAD survey that the Sovereign Community School supports their students holistic wellness needs"
- Rationale: Wellness is a core pillar of our school mission, thusly, positive effects
 on this community-identified need must be something our school is held to
 account for. The QUAD survey tool allows us to measure qualitative insights and
 progress on metrics that for other schools might be perceived as being 'nontraditional' allowing us to measure our mission-aligned impacts so we can keep
 our promise to the community to affect issues like wellness, cultural
 connectedness and personal identity development.
- Implementation Plan: Appendix D offers a fairly condensed though comprehensive look at why we would use QUAD, what stakeholders we assess and how we roll it out to those stakeholders. In terms of identifying the QUAD survey content itself, once approved, our committee will create community committees that will add capacity to seek and analyze deeper community feedback around specific areas of school implementation. One of those committees will be a school assessment committee whose role will be to help us identify the kinds of questions we would ask to properly assess progress toward this and other QUAD-rooted goals, and later this committee would play a role in assisting the school leader with implementation

Note on QUAD Survey: We have not yet designed all of the QUAD survey questions we might use for SCS – while NACA Inspired Schools Networks' framework is a strong starting place, we would want to adapt or create new questions that are more tailored to the needs of our OKC community. We anticipate this being done in conjunction with community committees and our school leader once that person is hired. However, if you would like a sense of what those questions are, you can refer to Appendix D.

Note on Wellness-oriented goal setting: There are perhaps goals we can and will set for our school that are driven by yet-unknown community needs. QUAD is a great way to measure some qualitative outcomes, but working with partners like the OKC Indian Clinic or others, we can imagine designing goals around student mental health, nutrition or physical wellness that we could adopt that would similarly signal meaningful progress

Mission Specific Indicator #3: Student Persistence and Graduation

Measure #1: Student Persistence

- When: Year-end school review
- Goal: 95% of current SCS students enroll SCS for the next school year
- Rationale: District data we reviewed from shows a steady drop-off in enrollment from 6th to 12th grade amongst Native students at the district if our school can turnaround those statistics and keep kids enrolled within the auspices of OKCPS, our families and our district will be better off. One possible change to the 95% figure set above is calculating an adjustment for kids who move outside of district boundaries, which we could potentially research and arrive at a mutually agreed upon adjustment. We would note that the great commitment persistence target is 90% by school year '19-'20.

Measure #2: Student Graduation

- When: Year-end school review
- **Goal:** 90% of SCS sophomores will be 'on-track' (defined as having sufficient credits AND a college ready score on the SAT/ACT.
- Rationale: This metric is aligned closely with OKCPS' own goal in the Great Commitment and we think it's an ambitious, though achievable, goal to set for our own school. By hitting this mark we signal meaningful progress toward creating a rigorous indigenized learning community and building community connectedness by encouraging families to stay within district boundaries to remain eligible.

Mission Specific Indicator #4: Student Self-Identity

Measure #1: QUAD Survey Results

 When: Students will self-assess their identity development each quarter with culminating projects

- Goal: As with our Student and Family Wellness indicator, it's difficult to ascertain
 the exact goal until we complete development of the QUAD survey as previously
 described. Based on the current QUAD survey used by NACA/NISN, a goal
 might say something akin to: "75% of SCS students will report that they
 understand their unique identity" or "75% of SCS students will report that they
 feel good about themselves at the end of each year."
- Rationale: Making substantive progress toward our mission means being able to measure our students' affinity and connection to their cultural heritage, work they will do in all classes, but with particular effect in Indigenous Wellness, Languages, and Cultures.

Faculty and Staff Performance Evaluations

Teachers at SCS will be evaluated through multiple performance measures including:

- Observation by school leader(s)
- Observations by supervising teacher(s)
- Observations by colleagues
- Student and family surveys

At the end of each school year, the administration will lead a whole-staff reflection on annual assessment data and other important school indicators (ie attendance, holistic well-being, behavior, family involvement, etc.). This reflective process will involve identifying trends and underlying causes before creating solutions or adaptations to implement in the coming school year. While the specific corrective actions taken will need to be designed strategically to address challenges and shortcomings we experience as a school. These may result in changes to: staffing patterns, job descriptions, professional development plans, instructional materials, budget priorities, schedules, and/or personnel.

School Board

Each quarter, the principal will compile, synthesize, and report to the School Board on relevant data and trends from NWEA, standards-based grading, attendance, behavior, and other relevant information as requested. Annually, the board and administrative staff will analyze the school's progress on NWEA and the Oklahoma School Testing Program (OSTP). Improvement goals will be set for the coming year.

Family & Community

SCS will host an annual meeting with school families at the end of each school year to share relevant data, including NWEA, attendance, discipline, etc. The administration will host an open, public meeting at the school to share pertinent information and celebrate the school's successes with the public. It will also be important to share the school's successes and progress with our tribal and community partners by making presentations to supporters of The SCS.

School Review Process

The NACA-Inspired School Network (NISN) School Review is a collaborative, multi-day opportunity to observe, reflect on, and understand the success and progress each school has made over the course of the school year. The School Review is the one of two parts of the NISN performance management framework, and provides the "how" and "why" behind the simple "what" of many of the performance outcomes (such as the QUAD results, School Report Card, School Goal accomplishment, etc.). Through this process, we will engage almost all aspects of each NISN school and the community it serves, creating qualitative, objective, and evidence-based analysis so that each school is better prepared to serve students in the future and adjust practices in real-time.

*Note Regarding NWEA MAP and the QUAD Survey

Throughout this section and indeed throughout the rest of the application you'll hear reference to our two primary intended means of assessing school progress to mission: the NWEA MAP exam and the QUAD Survey. MAP is a well-known and widely used assessment that tracks student growth three times a year. Charter and traditional public schools in Oklahoma and across the country use NWEA data to guide instruction, and we intend to make use of the Oklahoma Public School Resource Center's membership discount for assessment access.

The QUAD Survey is a very different tool for school assessment. NACA and NISN designed and implemented their own QUAD Survey many years ago to better track progress toward some of their more 'non-traditional' (by typical district standards) goals around student wellness and identity security, community engagement, and staff/faculty satisfaction. NISN's QUAD survey has many parts, and only a handful of questions are given to all school stakeholders - additionally, some groups like students and parents are surveyed more often the others. Given that we will likely track a variety of non-traditional goals similar to NACA, we intend to develop our own QUAD survey that will have some overlap but also some new content. The application review committee can find the 2017-2018 overview of NACA/NISN's Quad Survey in **Appendix D**.

E. Serving Special Populations: Special Education and Gifted Learners

SCS is passionate about helping special student populations meet their potential in the least restrictive learning environment possible. Students with special needs will have access to a learning environment that is welcoming of everyone and a staff skilled in

helping students who face challenges associated with learning, developmental and physical disabilities.

Process for Identifying and Serving Special Education Students

SCS will use a three phase process for identifying special need students enrolled at our school, the three phases are: Pre-Referral, Referral, and Evaluation. For students who enroll in SCS who are already receiving Special Education Services, see the section below on the process that will insure a smooth transition to SCS.

Pre-Referral

SCS will use a combination of the Oklahoma Tiered Intervention System of Support (OTISS) along with additional methods to support students who are showing persistently low academic outcomes. SCS will use (OTISS) which provides three levels of intervention for students who are experiencing learning differences. The first level, or Tier 1, is focused on utilizing high-quality general education instruction in the core curriculum with all students. The second level, or Tier 2, provides targeted group instruction or some form of group remediation to improve performance. If performance does not improve in the second level, then students are moved to the third level or Tier 3 which consists of intensive, individualized interventions. Intervention and support for SCS students with different learning abilities may require a combination of assistance of additional in-class support, small group targeted instruction, and 1-1 instruction and support. If a student is unable to demonstrate academic improvement while sustained tier 2 and/or 3 interventions, a Student Success Team (SST) will be assembled to consider a pre-referral to special education services.

The Student Success Team is another method we use to identify students with special needs. While OTISS uses an academic measure to identify students who are showing early signs of academic difficulties, the SST is a method to take a more holistic approach in supporting students who need something different from the general education plan offered. The SST includes the parent, teacher, guidance counselor, lead teacher, teaching team, and/ or administration. The teacher will provide examples of the student's work and/or anecdotal classroom notes regarding the student's needs. The goal of this meeting is to identify, develop, and implement alternative education strategies for students who have recognized differences in the classroom before the student begins the evaluation referral process.

Referral

If after interventions in the general education classroom there is still evidence that the student would thrive with additional supports and modifications an official referral will be made. Least Restrictive Environment and whether the student will be successful with push in or pull out services are all considered as elements of how best to support the student. The official referral begins the formal process of determining eligibility for special education services. Once a referral is provided, the school will obtain consent from the parent(s) or legal guardian(s) to begin the evaluation phase of the referral process.

Evaluation

The evaluation is to be conducted by a multidisciplinary team that will consist of individuals who can bring different perspectives and expertise to the evaluation. Some examples of team members include (but not limited to):

School Psychologist	These professionals are qualified to conduct all types of educational assessments including intelligence (IQ), achievement, behavior, etc.	
Special Educators	These individuals are qualified to conduct some types of achievement and behavior evaluations as well as informal observations. They will be brought into SST's when areas of can be leveraged to make the best decision on behalf of the child.	
General Educators	These individuals provide documentation of the problems of the specific student. Parent(s) or Legal Guardian(s): The parents or legal guardians provide valuable insight into the student's behavior and personality in other environments.	
Related Service Providers	Physical Therapist, Occupational Therapist, Audiologist, Orientation and Mobility Specialist, etc. These specialists provide information pertaining to specific areas of concern that have been assessed.	
Medical Doctors	psychiatrists, ophthalmologists, and optometrists): Depending on the disability of the student, medical records can also be used in the determination of eligibility for special education services.	

The evaluation starts with the school's contracted school psychologist identifying and administering the appropriate test(s) for the student to discern potential need for special education services. Once administered, results, along with analysis and a recommendation from the psychologist, are delivered to the student's IEP team for discussion and planning. Once a consensus on the appropriate course has been reached, the team sits with the student and parent to discuss and approve the school's plan for meeting that student's needs.

Recommendation & Placement

SCS will offer students with disabilities a continuum of services so they receive their education in the least restrictive environment and in a manner that fully complies with their IEPs, promotes inclusion and engagement in school activities, and fosters

involvement with the entire school community. SCS adheres to all state and federal requirements regarding Child Find to meet the State's requirements. This ensures that all potentially disabled children, including those attending private schools, highly mobile children with disabilities, such as migrant and homeless children, who may be in need of special education and related services are identified, located and evaluated.

Service Delivery for Existing Individual Educational Plans

After lottery selection and during enrollment, families will complete questionnaires to identify if their student has received special education services or has been diagnosed with a learning disability. During enrollment, families will complete questionnaires to identify if their student has received special education services or has been diagnosed with a disability. The Director of Student Support will communicate with families of students already receiving special education services to discuss their child's' IEP, answers questions, and schedule a transfer meeting. The Student Support Team will implement the child's' existing modifications and recommendations providing appropriate education within the Least Restrive Environment and record observations and data to inform the transfer meeting with parents and any potential changes to service delivery decided by the team (SL, SSC, parents, SPED teacher, General Ed Teacher). For all students, academic progress will be monitored regularly, and students not showing academic progress will receive additional supports, we will begin the pre-referral process articulated above.

F. Gifted & Talented Students

SCS will use assessment and performance data as well as teacher observation, rubrics and work samples to identify gifted students and those students who need accelerated learning opportunities. Methods include:

Autobiographies	Portfolio	Tests of Intellectual Ability
Work Samples	Sales/Inventories/Checklists	Referrals- professional/peer & parent

Once identified, the SST will assemble to determine the curricular approach that most meets the students needs. Strategies include the following opportunities:

Flexible Pacing/ Acceleration Matching

 Content and curriculum will be matched to student abilities and needs, allowing students to move ahead on the basis on mastery.

Acceleration

 Administrative practices are designed to allow students to progress through the curriculum and/or grade level at a rate faster than average.

Cluster Grouping

 Classrooms may contain groups of identified GT students purposefully organized to allow teachers to provide planned differentiated instruction to that group.

Instructional Grouping

- Classroom may contain groups of identified GT students purposefully organized to allow teachers to provide planned differentiated instruction in a specific curriculum area.
- Individualized instruction

Curriculum Compacting

 Regular curriculum can be adapted to meet the needs of GT students by streamlining work that may be mastered at a faster pace. Compacting allows GT students to spend more time with appropriate enrichment/acceleration experiences and tasks.

Special Classes

- Differentiated and Enriched Classroom instruction and assignments
- Independent Study
- Interest Groups

Other Services

- Guidance and Counseling
- Ongoing Assessment

G. English Language Learners

SCS serves any and all students with limited English proficiency (English Language Learners, or ELLs) using structured English language immersion so they achieve proficiency in the English language as quickly as possible. The school complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974. Students at SCS with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods.

Identification Placement of Students not previously identified English Learners

SCS uses the following process for identifying students as ELL:

- A Home Language Survey will conducted with all new enrollees in the school
- If the student's home language is one other than English, school staff shall conduct an informal interview in the family's native language and English;
- If the student's family speaks a language other than English at home according to the Home Language Survey, the school will administer the WIDA/ACCESS, an ELL screening assessment. If the student scores below the established cut-off point on that test, the student is classified as an ELL student. If the student scores above the established cut-off point on the written test, the student is determined not to be an ELL student.

Service Delivery

Once ELL students are identified, the ELL teacher/coordinator at SCS and a translator will hold an annual meeting with parents of ELL students. The purpose of the meeting is to make parents aware of the following: (1) their child's status as an ELL student, (2)

ELL student programs available in Oklahoma City, and (3) ELL student programs available at SCS.

The Director of Student Support, DSS, serves as the ELL coordinator at SCS. The DSS then provides services to the student to meet his/her needs in developing English language proficiency. Progress is monitored with students identified as ELL on a yearly basis using the ACCESS, the English language proficiency assessment the Oklahoma Department of Education has recommend schools use.

Service Delivery & Placement

ELL students will be provided with equal access to and full participation in school activities. ELL students will study the same content and be held to the same rigorous standards as other students. ELL students will participate in part of the regular classroom schedule where all students have the opportunity to hear and use English. Research based strategies known to accelerate student language acquisition will be implemented to facilitate ELL student acquisition of English. A trained ELL teacher/coordinator will co-plan with general education teachers to maximize student access to general education curriculum. SCS ensures that ELLs are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction.

<u>Additional Services & Settings</u>

The school is prepared to address the needs of students who are struggling with the Structured English program by providing pull-out instruction and/or push-in services, depending on the needs of the particular student. If a student's English language

proficiency is severely limited as to render the student incapable of accessing a regular classroom, we will provide instruction in an ELL classroom for the required period of time every day. The school directly provides or makes referrals to any additional support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling.

Gradual Release from Structured English Services

In accordance with law, students must be tested with the WIDA/ACCESS on an annual basis and students must reach proficiency for two consecutive years before service reduction is considered. Co-planning and check-ins will remain in place for all ELL students to insure success as academic demands increase.

G.School Culture and Student Behavior Expectations

Restorative Practices

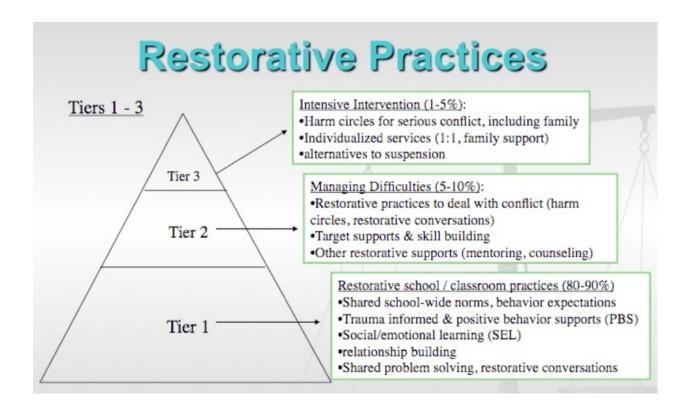
The SCS expects all scholars to meet the following expectations: We are responsible, we make it right; when we know better, we do better. The SCS intends to implement Restorative Justice Practices for student discipline, and commits to three tiers of support for students in line with the practices of Restorative Justice.

- G. Tier 1 is the building of a community based on our core values, including trusting relationships between staff and students, so that school is a safe and productive place for everyone and where the emotional incentives for disrespect, bullying, or willful defiance are largely removed.
- H. Tier 2 is characterized by the use of restorative processes such as talking circles, mediation, family- group conferencing, or peer group council to respond to

- disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.
- I. Tier 3 supports the successful re-entry of youth following suspension, truancy, expulsion or incarceration. The goal is to welcome youth to the school community in a manner that provides wraparound support and promotes student accountability and achievement.

The SCS supports students through Restorative Practices, which is a process that reframes justice from punitive to restorative and places emphasis on repairing/rebuilding relationships. At the core of Restorative Practices is the involvement of all parties involved in and affected by an incident in the resolution of the problem.





Student Discipline Plan

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment. Incidents are addressed on an individual basis. The consequences listed below are a guideline for staff, students and the administration to follow unless more severe circumstances warrant stronger consequences.

Group 1 Inappropriate Behavior

- 1.1 Running and/or making excessive noise in the hall or building
- 1.2 Leaving the classroom or school group without permission
- 1.3 Engaging in any behavior that is disruptive to the given learning environment

- 1.4Loitering or occupying unauthorized places in the school or on school grounds
- 1.5 Failing to attend class without a proper/valid excuse
- 1.6 Consistently tardy to school or class
- 1.7 Using school Internet network for the purpose of accessing non-approved inappropriate materials

Recommended Instructive, Corrective, or Restorative Responses Use of student self-reflection sheet Other instructive or corrective consequence Referral to meditation Documented Restorative Talking Circle Teacher-Student Teacher-Student-Parent/Guardian

Additional Restorative Approaches

Continued talking circles in order to check-in and continue to develop strategies to address behavior

Create a short-term behavior plan/contract

BS/AS or lunch detention

Group 2 Disruptive Behavior

Possible additional staff present

- 2.1 Leaving school grounds without permission
- 2.2 Interfering with school authority and programs
- 2.3 Initiating or participating in any unacceptable minor physical action
- 2.4 Failing to abide by classroom/school expectations not otherwise published in the school handbook
- 2.5 Exhibiting or publishing any profane, obscene, indecent, immoral, or offensive materials or using such language and gestures
- 2.6 Possessing and/or using tobacco products, lighters, matches, papers or other paraphernalia
- 2.7 Defying the authority of school personnel

Group 2 Recommended Instructive, Corrective, or Restorative Responses for Inappropriate Behavior:

Use of student self-reflection sheet Other instructive or corrective consequence Referral to meditation

Documented Restorative Talking Circle

Teacher-Student

Teacher-Student-Parent/Guardian

Possible additional staff present

Referral to social skills instruction/support,

tutoring/mentoring

Referral to the rapeutic group for trauma, grief, or other support.

Additional Restorative Approaches

Continued talking circles in order to check-in and continue to develop strategies to address behavior

Create a short-term behavior plan/contract BS/AS or lunch detention

In-school suspension or reverse suspension, community service

Group 3 - Very Disruptive Behavior

- 3.1 Causing disorder on the school bus
- 3.2 Fighting involving physical contact between two people with intent to harm, but no injuries result
- t 3.3 Using profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual

orientation, age, religion, gender identity, gender expression or disability

- 3.4 Seriously disobeying persistently or repeating inappropriate behaviors listed in Groups 1-3
- 3.5 Performing any behavior not otherwise listed in Groups 1 through 3 of this handbook that seriously disrupts the educational process
- 3.6 Forging, making or altering classroom/school documents
- 3.7 Plagiarizing, cheating and/or copying the work of another student or other source
- 3.8 Overtly displaying gang affiliation
- 3.9 Bullying behaviors

Restorative Responses for Inappropriate Behavior:

Use of student self-reflection sheet Other instructive or corrective consequence Referral to meditation

Documented Restorative Talking Circle

- Teacher-Student
- Teacher-Student-Parent/Guardian
- Possible additional staff present
- Referral to social skills instruction/support, tutoring/mentoring

Referral to the rapeutic group for trauma, grief, or other support.

Additional Restorative Approaches

Continued talking circles in order to check-in and continue to develop strategies to address behavior

Create a short-term behavior plan/contract BS/AS or lunch detention

In-school suspension or reverse suspension, community service

Out-of-school suspension or combination of community service/in-school suspension

Group 4 - Seriously Disruptive Behavior

- 4.1 Falsely activating a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified
- 4.2 Extorting/obtaining money or information from another by coercion or intimidation
- 4.3 Assaulting or threatening to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery
- 4.4 Vandalizing/willfully or maliciously destroying or defacing the property of others or causing criminal damage at a cost less than \$500
- 4.5 Battering by unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of a battery which does not result in a physical injury
- 4.6 Fighting/physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury
- 4.7 Theft by obtaining unauthorized control over the physical property of another or possession (physical control over, such as contained in clothing, lockers, or bags) of stolen property that costs less than \$150
- 4.8 Possessing, using, selling, or distributing fireworks
- 4.9 Any behavior not otherwise listed in Groups 1 through 4 of this handbook disrupting very seriously
- 4.10 Trespassing on SCS property when previously prohibited or remaining on school grounds after receiving a request to depart
- 4.11 Possessing any dangerous object as defined by the handbook, first offense
- 4.12 Using or possessing alcohol in school or at, before, or after a school-related function, first offense

Beginning in group 4 behaviors the effectiveness of restorative practice begin to diminish. Depending on the context of certain behaviors in this group, restorative practice is effective for some areas, but with violations in groups 4 and above we are forced to move away from restorative practice and more towards traditional consequences like in-school or out of school suspension depending on the particular circumstances of a student and the behavior they exhibited.

The SMART program (see the note under group 5, below) is also a potential consequence for group 4 behaviors too.

Group 5 - Dangerously Disruptive Behavior

- 5.1 Burglary -- knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein.
- 5.2 Theft -- obtaining or exerting unauthorized control over or possession/physical control over stolen property that costs more than \$150. Possession may be in clothing, lockers or bags.
- 5.3 Use of intimidation -- credible threats of violence, coercion, or persistent severe bullying behavior that prevents or discourages another student from exercising his/her right to education. This situation includes force against students, school personnel and school visitors.
- 5.4 Persistent defiance of multiple directives by school personnel -- resulting in a most serious disruption of the educational process.
- 5.5 Gang activity -- overt displays of gang affiliation
- 5.6 Inappropriate sexual conduct -- including unwelcome sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force
- 5.7 Engaging in any other illegal behavior -- interfering with the school's educational process, including attempting an illegal behavior
- 5.8 Persistent or severe acts of sexual harassment unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment
- 5.9 False activation of a fire alarm -- causing a school facility to be evacuated or causing emergency services to be notified
- 5.10 Second or repeated violation of Behavior 4.11 -- possessing any dangerous object as defined by this handbook
- 5.11 Battery -- aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification
- 5.12 Initiating or participating in any inappropriate, minor physical contact with school personnel, e.g., pushing school personnel out of the way in order to physically fight with another student
- 5.13 Misusing any computer, including social networking websites -- using any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking (intentionally gaining access by illegal means or without authorization) into the SCS network to access student records or other unauthorized information, or to otherwise circumvent the information security system, regardless of intent
- 5.14 Vandalism (willful or malicious destruction or defacing of property) -- criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel
- 5.15 Inappropriate consensual sexual activity
- 5.16 Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance for the purpose of intoxication in or before school or school related function 5.18 Second or repeated violation of Behavior 4.12, -- use or possession of alcohol in school or at, before or after a school-related function

Group 5 Interventions and Consequences Based on the Dangerously Disruptive Behaviors (may be modified based on the age or grade level of the student)

A student shall be suspended for five days. A student may be suspended for six-ten days and/or referred for Long-Term Suspension (expulsion) at the discretion of administration. Parents/Guardians will be notified by the end of the school day either by phone or in writing

Student may be referred to the Saturday Morning Alternative Reach-Out and Teach Program (SMART) Program which is a comprehensive and integrated eight sessions Saturday morning program with an additional community service requirement. It provides students with character building and conflict-resolution skills as well as prevention, intervention, referral, and support services for the amelioration of alcohol or drug-related problems and inappropriate behavior in general. This would be recommended in lieu of Long-Term Suspension and if the behavior does not require LTS and the student is likely to benefit from remediation. If a student referred to this program fails to complete it and the community service, he/she will be taken to a Long-Term Hearing Following a period of suspension, balanced and restorative justice practices may be used to help reintegrate a student into the school community.

For Group 5 behaviors, balanced and restorative justice practices may only be used in addition to, not in place of, suspension.

Group 6 - Most Dangerous and Illegal Behavior

- 6.1 Use, possession, and/or concealment of a firearm/destructive device or other weapon or look-alikes of weapons as defined in the Additional Resources section, or use or intent to use any other object to inflict bodily harm
- 6.2* Arson knowingly damaging, by means of fire or explosive, a building and/or the personal property of others 6.3* Bomb threat false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated
- 6.4* Robbery taking personal property into possession of another by use of force or by threatening the imminent use of force
- 6.5** Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "lookalikes" of such substances, contraband, or any other substance used for the purpose of intoxication, or repeated violation of Behavior 5.17
- 6.6** Sex acts which include the use of force
- 6.7* Aggravated assault and/or battery battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery
- 6.8 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including clothing, lockers, or bags) of stolen property valued at more than \$1,000

Behaviors marked with a single asterisk indicate that the school must notify the police of the incident. Behaviors marked with a double asterisk indicate that the school may use its discretion in notifying police about the incident.

Students who commit offenses 5.16 and 5.17 will be referred to a substance abuse prevention program of counseling.

Students in violation of 6.5 may be referred to a substance abuse prevention program or counseling. Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon. The term"firearm/destructive device;" as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof. "Look-alike" means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance. Contraband means any instrument used to commit a crime or violation, or any other item, when possessing that item violates any applicable law, city ordinance, rule or policy of the school. It can be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, intends to sell or deliver these substances

Long Term Suspension/Expulsion

Students engaging in group 6 behaviors face immediate short-term suspension and then either long-term suspension or expulsion pending a recommendation by the principal and a review by the SCS school board per our suspension and expulsion process noted in the next section.

Disciplinary Considerations for Students with Disabilities Under IDEA

To function as a safe learning community, SCS maintains Rules of Conduct. Under the IDEA, children with disabilities may be suspended or placed in alternative settings to the same extent that these options would be used for children without disabilities. However, certain conditions apply regarding students with identified disabilities who are receiving special education services.

Part B of IDEA does not prohibit a school district from reporting a crime committed by a child with a disability to the appropriate authorities nor preventing law enforcement and judicial authorities from exercising their responsibilities. In the event a school district reports a crime committed by a child with a disability copies of the child's special education and disciplinary records will be required to be transmitted for consideration to the appropriate authorities to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

A child with a disability may be suspended for 10 days or less during a school year according to the same procedures that apply to all students. If the students exhibits challenging behaviors, a functional behavior assessment should be considered before behavior continues to interfere with the student benefitting from their education. Educational services such as notes and homework shall be provided for the duration of the removal. If a child with a disability is suspended for more than 10 days during a school year, a manifestation determination meeting will be held. SCS will provide services that will allow the child to continue to progress in the general education curriculum and advance toward his or her IEP goals.

If a child is removed from his or her IEP placement for more than 10 consecutive days during a school year (or when the removal otherwise represents a change of placement), a meeting must be held to determine if the undesirable behavior is directly related to or caused by the child's disability, or directly related to a failure by the district to implement the IEP. If the behavior is caused by a disability or if SCS has failed to implement the IEP, the child may not be suspended or expelled and the IEP team must modify the child's placement or services as needed.

If the behavior is not the direct result of a disability or a failure to implement the IEP, the child may be suspended or expelled according to handbook protocol and SCS will continue to provide services that will enable the child to progress in the general education curriculum and advance toward his or her IEP goals. The IEP team must conduct a Functional Behavioral Assessment (FBA) and develop a Behavioral Intervention Plan (BIP) (or review the current BIP if already in place) when a child has been removed for more than 10 consecutive days in the district year or when the removal represents a change of placement.

Protecting Everyone's Right to a Safe School

Educators and parents share concerns over the issues of drugs, guns, and other weapons in schools. As a result, the IDEA has expanded the authority of district personnel regarding the removal of children with disabilities who bring or have drugs or weapons on school grounds or at school functions, or who inflict serious bodily injury on another person. The parents of a child that is removed for any of these issues will be notified by the school of the decision and provide a procedural safeguards notice. For the protection of everyone's right to a safe school setting, any child with a disability may be removed to a temporary placement immediately for up to 45 school days for one of these violations. The IDEA also allows a district to ask a state-appointed due process hearing officer to move a child to a temporary placement for up to 45 school days at a time, if the district believes that the child presents a serious danger of injury to self or others in the child's current placement. The IDEA refers to these temporary placements as Interim Alternative Educational Settings (IAES). The IDEA requires that the setting

be determined by the IEP team and be designed so that the child continues to receive all the special education services that the IEP requires. It also requires the district, the parent(s), and relevant members of the IEP team to decide whether a child's behavior is a direct result of either a disability or the SCS's failure to implement the IEP, and to develop appropriate behavioral intervention services when a child is placed in an IAES for disciplinary reasons.

Student Long Term Suspension or Expulsion Process

1. Initiating process

- a. Student committing a group 6 violation during the school day is sent home for an automatic 5 day suspension that can be extended up to the student's board hearing if the student is deemed a danger to themselves or others
- b. Principal notifies board of violation and schedules a hearing within 10 business days of notification
- Principal notifies parents or guardians in writing of the student's violation, the initiation of the suspension/expulsion process and outlines the student and family's rights in that process clearly

2. Suspension/Expulsion Hearing Process

- a. All long-term suspensions and expulsions must be evaluated in a formal hearing and decision rendered by the Hearing Officer.
- b. Hearing Officer: For SCS, the hearing officer is the President of the School Board.
 - Conflict of Interest: The hearing officer's impartiality must be beyond reproach. If for any reason there is concern about the hearing officer's impartiality in the matter, another member of the board executive team will substitute as hearing officer
- c. Suspension/Expulsion Hearing Process:
 - i. Opening statements
 - ii. School presentation of evidence
 - iii. Student representative presentation of evidence
 - iv. Hearing officer Q&A of either or both parties
 - v. Hearing officer renders decision and if student is found responsible for offense, consequence(s)

- d. Hearing Officer Decision Making: The hearing officer has wide latitude to prescribe consequences as they see fit - those consequences as well as the original finding of responsibility can be challenged on appeal to the full school board at parent/guardian discretion. Hearing officer must inform parents/guardians of decision and consequence in writing.
- 3. Student and parental rights during process are:
 - a. Know what specific rules were violated
 - b. Have the decision regarding the suspension/expulsion decided by an impartial party
 - c. Bring evidence and witnesses on the student's behalf
 - d. Bring legal counsel
 - e. Closed to the public to protect the privacy of the student
 - f. Right to appeal the hearing officer's finding and/or consequence
- 4. SCS Suspension/Expulsion Appeals Process
 - a. Parents/Guardians can request an appeal of the hearing officer's recommendation within 5 school days of final notification
 - Appeal is considered by the full school board within 10 days of notification of appeal.
 - c. The entire record of the incident and the hearing officer's hearing is submitted to the board for review in advance of the appeal hearing.
 - d. School board convenes a special meeting just to review the appeal, and is presided over by the Vice President of the Board, or if that person is the hearing officer, the Secretary of the Board.
 - e. Appeal Hearing Process
 - i. Board Members Question Hearing Officer
 - ii. Board Members Question Student Representative
 - iii. Board Members vote to Affirm Hearing Officer Decision
 - 1. Hearing officer does not vote
 - 2. In the event of a tie, hearing officer's decision is affirmed
 - iv. Meeting Adjourns

Grievance Policy

If students or parents have a problem with a teacher or an administrator, or disagrees with their decision on some matter other than suspensions of expulsions, they are encouraged to attempt to solve the problem or disagreement directly with the teacher or administrator. Decisions involving suspensions of expulsions are governed by the

discipline procedures described in this document and the student handbook. This policy does not apply to complaints of discrimination or harassment on the basis of the student's age, sex, race, color, national origin, ethnicity, religion, disability, sexual orientation, marital status or other characteristics protected by federal or state law or by official board policy.

Parent Communication

Parents will receive a copy of the student handbook that outlines the specific sections on student discipline and the grievance policy as well as several other critical topics. In addition, during the student orientation week we will host several parent's nights where these topics will also be covered in detail. School culture and student expectations will be covered extensively with students during the student orientation week and will be posted on the school website.

I. Professional Development

The SCS will use NISN practices to backwards design the outcomes, assessments and teacher learning for professional development on a year to year basis. This practice ensures alignment between the SCS teachers' areas of growth, evidence of teacher learning (as defined by student test scores, teacher observations and evaluations, teacher self-assessments), and week-to-week Thursday professional development sessions.

Instruction and data analysis is the priority for the school's professional development plan. Given the considerable amount of 'in-house' developed and modified curriculum the school will use, this time is key to making adjustments classroom-to-classroom and

aligning faculty across grade levels and subject areas. It's such a huge priority we carve out time regularly throughout the school year that leads to early dismissal on (we project but have not finalized) most Thursdays throughout the school year. This practice modeled closely from the current PD model NACA uses and while we haven't had to time to develop our own calendar this far in advance of school opening, you can review an overview of NACA PD plan to get an overview of an anticipated schedule for the SCS in **Appendix E**.

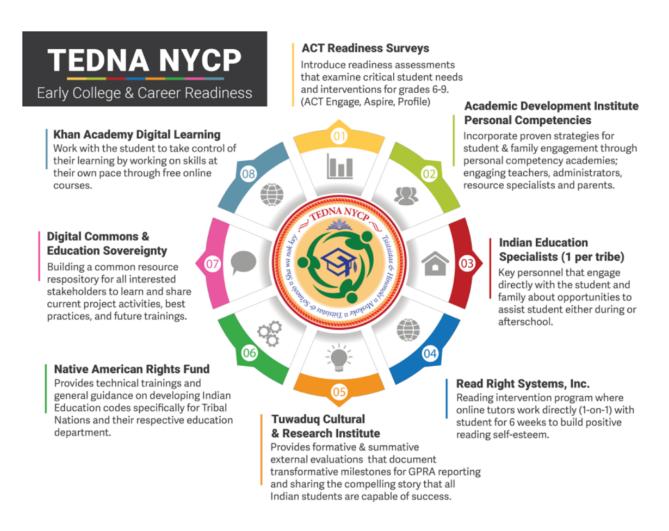
We've chosen this route because upon reviewing reflection from teachers and administrators, it's really clear that while NACA has some singular curricular elements like the Wellness and Native Literature programs, it's Professional Development and continuous improvement/iteration practices have taken its faculty and overall instruction to the next level.

J. College & Career Engagement and Preparation

We are fortunate to be able to bring to bear in our school design the work of the Tribal Education Departments' National Assembly (TEDNA) Native Youth Community Project (NYCP). NYCP is a four year multi-million dollar federally funded college access and engagement program working with a variety of tribes from Oklahoma, Montana, and California to implement a middle school level post-secondary college and career readiness program for Native students.

Below you can see the framework that TEDNA uses to summarize the various interventions and programs that tribes are delivering at the school level. One note about TEDNA's NYCP is that currently the framework has a heavy emphasis on equipping tribes with the tools to make working directly with school districts on program

implementation - these aspects of NYCP are less relevant than others, as we won't have a tribe implementing a college/career program directly. Rather we would take the essential elements and interventions of NYCP and seek to apply them to our school site starting with 6th graders and continuing on throughout a student's SCS experience.



Because TEDNA's NYCP program has a special emphasis on middle schoolers, we will utilize OSDE's College and Career Readiness program and also draw from Oklahoma's Individual Career Academic Plan (ICAP) framework. Our program is modeled closely after NACA's own current practice, and will be integrated in several areas of the curriculum, but especially in our Indigenous Wellness and Advisory classes throughout

the year in all grade levels. In years one and two, college engagement will be the primary duty of the principal, but all faculty will be 'on the hook' for implementing college engagement strategies throughout the year.

K. Extracurricular Activities Plan

While the full spectrum of our program offerings will only become clear when our faculty, staff and community rit large has been fully assembled; we know four core program offerings that will be core to our founding year will include:

Club Name	Club Overview	Club Costs
Powwow Club	SCS Powwow Club would be a training ground for students who wished to practice or learn various forms of traditional dancing found at Powwows across the country. Students and staff would be our instructors, and the space would be a welcoming and safe place to learn and practice techniques across various dance styles. If a committed group of newcomers wished to develop their own regalia, we could also provide a space for its design and creation.	Depends on scope of club - if we focus just on dance technique, the club would cost very little, however if we want to provide materials and training for the creation of regalia, we would need some funding
School Drum	SCS School Drum would be a group of young men and women who practice drumming technique and learn new songs and styles of traditional Indigenous singing in a variety of contexts: powwows, ceremonies, public events, memorials, etc. Once it was good enough, our school would also facilitate student participation in local powwows and drum competitions. It would be a school goal to develop a drum with an excellent reputation that could represent our school at community events across OKC. If student interest warranted it, this club would also teach young men and women the art of solo hand drum performance as well.	A new drum can cost anywhere from \$500-\$2000 depending on the artist, size, material and quality. This would be the primary expense, and we will budget for it in year one. Some travel expenses may also factor in, depending on activities, but it's too soon to say if the founding group of students would be ready for travel outside of OKC in year one.
Beading Club	Beading can be a meditative activity that promotes mindfulness and creativity and we already have a community supporter who owns a local beading business who has said she would love to host a program at our school as an after school activity. This club would be a social space for learning beading technique from students and volunteers, and students who developed strong skills could sell their work	Unclear - beading materials are pretty cheap, but depending on student interest and the arrangement between our school and the local bead shop, costs will still likely stay minimal, and we could even charge students a very small materials fee to offset expenses

Indigenous Art Club	We've also had interest from local Native artists in the OKC area about doing an after-school activity that builds on the exposure to Indigenous art techniques explored in our Indigenous Cultures curriculum. This club would be a companion club where students would develop their own skill and appreciation for Native fine arts from working artists in our community.	Of our four clubs we know we want to try to do, this one would probably be the most expensive depending on student interest. Art materials can be expensive, and while our instructors would likely be community volunteers, we would likely have to fundraise around developing this club
		into what it could be

To reiterate, these four clubs are clubs we know we'd like to do based on community feedback and interest from our initial surveys and conversations and we feel confident we can find the adults in the school or community to help us deliver them to our students. It's likely that this list will expand to include the interests of our staff and faculty, and as we develop those programs, we will be mindful of our budgetary restrictions.

L. Admission Procedures and Student Recruitment

Admissions & Lottery

The Sovereign Community School is dedicated to equitable access to our school. First and foremost, SCS will adhere to all practices required by state and federal law concerning charter school lotteries, processes and procedures. There are no criteria for admission, and all students who meet the Oklahoma eligibility requirements for attending a public school may apply for admission to our school. We pledge not to discriminate against applicants on the basis of race, age, disability, gender, ethnic or national origin, religious views or academic standing. We do not intend to prioritize any particular geographic area or neighborhood for our school - while our research reveals a

slightly higher concentration of Native students on the south side of OKC, the overall spread of students across the district is best described as diffuse.

Applications for enrollment will be accepted on an ongoing basis. As they are received, the school's office manager or office assistant will catalogue all applications and receipt records of all applications will be kept on file at the school. If more applications are received than there are available places for students in any grade level, then a lottery will take place in mid-March. Applications received after the deadline will be placed on the waiting list in the order received, after the students who were put on the waiting list during the lottery. The lottery will take place in the evening after work hours and is open to the public. Notices will be given to all applicants and otherwise posted to ensure the community knows when and where the lottery will occur. All students who have submitted an application and meet the eligibility requirements of the Oklahoma law will be included in the lottery. The lottery will be conducted by an independent party selected by the Board for their community esteem and preference will be given to Oklahoma City Public Schools district residents in accordance with Oklahoma State statutes.

The Board will adopt further procedures to include lottery preference for siblings. For definition purposes, "siblings" are brothers or sisters (including half–brothers, half-sisters, stepbrothers, stepsisters, foster brothers, and foster sisters) of the applicant who live in the same household. If a student is drawn from the lottery who is in district and a sibling or siblings are also in the lottery who live in the district, for that grade or another grade, they will immediately be given preference so that the family may enroll in the same school. If the number of sibling applicants exceeds the number of available

spots, a separate lottery for siblings will be created so that siblings are drawn first before non-sibling applicants for that grade. In addition, seats are automatically given to enrolled students and the children of school staff and faculty receive enrollment priority if they meet all of the guidelines to enroll in an OKCPS school.

Once all applicants who live in the district are admitted or listed on the waitlist, then transfer students will be accepted through the same procedure and admitted into the school where openings exist. Within 5-7 business days before the lottery, the school staff double checks all lists and mails out letters and forms to families. If a family fails to return the required paperwork by the deadline stated in the acceptance letter, the child or children will lose their spot and be placed at the bottom of the waitlist. The school then notifies families on the waiting list for the appropriate grade that their child or children are able to enroll. Students on the waiting list are notified in the order in which their names appear on the list. Each family will have a reasonable amount of time to fill out and return the forms before losing their spot at the school. There are no conditions for acceptance (such as an interview or a mandatory meeting) once a student is chosen from the lottery or drawn from the waitlist. The school staff is available to assist with the completion of required paperwork for enrollment (including, but not limited to, emergency contact forms, enrollment forms, immunization records, etc.). In the event that the number of applicants to The SCS exceeds capacity, the waiting list is created according to the following procedure. After completion of the lottery process for selecting students for enrollment, the identical lottery process will continue to form a priority-ranked, enrollment waiting list. This "district waiting list" and the "transfer student waiting list" are the only official, legal documents identifying the names of eligible

students with applications to The SCS pending acceptance for the subsequent school year or in the event that any vacancies arise. The waiting list is maintained throughout the school year.

Names are also taken off the waiting list when a student withdraws from the school. If a child enrolls in the school but fails to show up, the family is contacted by telephone and mail. If the school learns that the child will not be attending the school or the school does not receive a response from the family, the next name on the waiting list is contacted.

Recruitment Activities

The Sovereign Community School will engage in variety of marketing and recruitment practices to meet our enrollment targets. We will largely rely on word-of-mouth from parents and community organizations to attract applications, and a list of our various activities includes but is not limited to:

- Advertising on social media we've used social media to do a lot of our early community building and organizing and intend to continue to use it to reach families across the city and beyond
- Purchase of booths or advertising at Native community events in the city from pow wows to Red Earth Festival to Oklahoma Indian Missionary Conference events across the city
- Direct outreach to tribes across Oklahoma to let their education offices know our school is coming online so that they might reach out to local OKC-based families

- Working with Indigenous media outlets across the state like the Cherokee
 Phoenix or Mvskoke Media to get positive stories about our school in front of
 Native families across the state
- Hosting public information meetings throughout the winter and spring before the school opens

Indigenous School Identity and Student Recruitment

While we're a community school built with the needs of the considerable Indigenous community of OKC in mind, we sincerely believe that all kids, regardless of personal identity, have a potential place with us. We firmly believe that students who don't have an indigenous identity would benefit greatly from our school's unique perspective by gaining a deeper understanding of the context of indigenous communities. Additionally, our wellness program and the way we intend to create space for our students to explore and become more secure in their personal identities are innovations accessible to any child, regardless of their background. On the other hand we will also take great care with our curriculum and content to be sensitive to materials, ceremonies or cultural practice that might not be for consumption outside of a particular tribal community. It's critical that we get this right precisely because of the nature of the Indigenous community in Oklahoma. One huge distinction between doing Indigenous community building work in New Mexico (NACA's context) versus in Oklahoma is that our tribes in Oklahoma had a very different experience with colonization.

Whereas the predominant tribes of New Mexico are homogenous and deeply skeptical of assimilation and have retained that position for nearly 500 years – most of Oklahoma's tribes and by extension the diversity of experience in our urban Indigenous

communities was one where their people were removed and relocated here, and thusly the forces of assimilation have led to a more heterogeneous condition. Quite simply, our school must be able to offer a trajectory-altering experience to kids regardless of phenotype, race, personal identity, gender or connection and familiarity with their cultural heritage, whatever that may be.

In terms of safeguards, our governing board staffing committee and principal will receive professional development around non-discrimination in school recruitment practice, we will evaluate our school's perceived inclusivity from a parent, student and community perspective as part of our annual school review, and welcome independent evaluation and input from the district as our authorizer. And lastly, the place where we think this issue will affect student and parent experience with our school is likely around what our community calls 'lateral oppression' – a tendency for intertribal groups and organizations to get bogged down in debates about who belongs in an indigenous community and who does not. Our school will make explicit to every one of our students, parents, teachers, administrators and board members that SCS is an open and inclusive community that welcomes all people, and especially with regard to tribal enrollment status and personal identity.

SECTION 2 GOVERNANCE, LEADERSHIP, STAFFING AND OPERATIONS

A. Founding Group(s)/Individual(s)/Incorporator(s) & Legal Counsel

Founding Individual: Phil Gover is a resident of Oklahoma City and the Founder/Director of the Sovereign Schools Project at the Tribal Education Departments National Assembly (TEDNA) - a non-profit initiative to spark the creation of schools of excellence and relevance to Native communities across Oklahoma. He is an enrolled member of the Paiute Indian Tribe of Utah, and has familial ties to the Pawnee and Comanche Nations through his father, who grew up in Oklahoma. Phil serves as the NACA Inspired Schools Network fellow for Oklahoma City, and is the primary liaison between the SCS Design Committee and NISN. Before the Sovereign Schools Project, Phil was the Chief of Staff at Teach for America Oklahoma where he managed hiring and staff development, statewide fundraising and partnerships, strategic and fiscal planning, as well as local teacher recruitment. He has an MBA from the Darden School of Business at the University of Virginia with a concentration in Strategy Consulting. Prior to working in K-12 education, he had a seven year career in college admissions, with much of that career spent leading student of color outreach and recruitment at Dartmouth College. He serves on several boards, including the Board of Trustees of Bacone College and Teach For America's Native Alliance Initiative Advisory Council. Founding Groups:

- NACA Inspired Schools Network The NACA Inspired Schools Network
 (NISN) is building a movement of students, families, and educators to create
 excellent schools relevant to the communities they serve. NISN works with
 fellows who are committed to Indigenous communities to establish schools
 throughout the country that will create strong leaders who are academically
 prepared secure in their identities, healthy, and ultimately transforming their
 communities.
- Sovereign Community School Design Committee SCS Design Committee is
 a group of individuals recruited and convened by Phil Gover in the summer of
 2017 to provide assistance and expertise in the creation of the Sovereign
 Community School. The committee has 8 member

Name	Background	Prospective Roles	Tribal Affiliation(s)
Phil Gover	Non-profit admin, MBA	Board President	Paiute/Pawnee/Comanche
Sarah Adams Cornell	Community Organizer, Small business manager	Community Partnerships, Board	Choctaw Nation
Jacob Tsotigh	Federal grant making	Board Member	Kiowa
Kyla Molina	Social Worker, former teacher	Board Member	Chickasaw Nation
Julian Guerrero	Non-profit leadership, Indian Gaming Commissioner	Board Member	Comanche Nation
Jaimie Gua	Teaching, Gifted Programs	Instruction, Curriculum	Confederated Colville Tribes
Kate Sultuska	Teaching	Instruction, Comm. Partnerships	Absentee Shawnee, Cherokee
Bella Cornell	High School Student	Community Partnerships, Future Leader	Choctaw Nation

Legal Counsel: SCS will retain the legal counsel of Bill Hickman for the duration of the contract negotiation period.

Bill Hickman Law Group- 405.605.2375 hickman@hickmanlawgroup.com

B. Governing Board - Founding Membership

The school's founding board was chosen first among the people from the SCS Design Committee who wanted to play a role in the founding beyond the application creation. A group of committee members also declined board involvement at establishment because of their interest in positions within the school organization itself. In addition to these board members, we anticipate adding *up to 3 more board members* in the coming months once the school has been approved. The founding governing board consists of the following people:

Name	Role	Tribal Affiliation
Phil Gover	Board President	Pawnee/Comanche/Paiute
Sarah Adams Cornell	Board Vice President	Choctaw
Darrel Johnston	Board Treasurer	None
Jacob Tsotigh	Board Secretary	Kiowa
Kyla Molina	Board Member	Chickasaw
Kate Sultuska	Board Member	Absentee Shawnee, Cherokee
Open Seat #2	Board Member	TBD
Open Seat #3	Board Member	TBD

Executive Board Information

Phil Gover Board President 4912 Larissa Lane OKC, OK 73112 405-639-9416

Sarah Adams Cornell Board Vice President 2833 NW 43rd Street OKC, OK 73112 405-820-2928

Jacob Tsotigh Board Secretary 1819 Lakehurst Drive Norman, OK 73071 405-301-4844

SCS Regular Board Member Information

Kyla Molina Board Member 1619 S Everest Ave OKC, OK 73129 580-279-3745

Kate Sultuska Board Member PO Box 19440 OKC, OK 73144

Each board member's respective resume is available for inspection in the **Appendix**.

We would also like to take a moment and talk about what each founding board member brings to the school by way of experience and insight.

Phil Gover is the lead applicant and founder of the Sovereign Community
 School. He has a background in organizational design and management and

- possesses the relationships with key donors and stakeholders in the OKC metro education community. He will serve as the Founding Board President.
- Sarah Adams Cornell is a mother, educator, small business manager and
 community organizer who has also been a lifelong resident of OKC. Sarah has
 extensive experience organizing with the OKC Native community and has cofounded many community initiatives, including a community group dedicated to
 growing the leadership ability of local Native women. Sarah will serve as the
 Founding Vice President.
- Jacob Tsotigh Jr. has been involved in American Indian education programs for the past 38 years specializing in parent committee training, culturally responsive pedagogy, Title VI Indian Education programming, and school improvement. He previously served the South Central Comprehensive Center as Indian Education TA Coordinator in the four state region of Arkansas, Louisiana, New Mexico and Oklahoma. He served for 12 years as the Indian Education Director for Anadarko (Oklahoma) Public Schools, and countless years serving in the capacity of trainer and providing technical assistance for Indian Education programs. Mr. Tsotigh is past president of the Oklahoma Council for Indian Education (OCIE) and a longtime member of the National Indian Education Association (NIEA). Jacob will serve as the Founding Secretary.
- Kate Sultuska is a former teacher and alumna of Teach for America, and upon
 completing her original term of service chose to stay in the classroom at her
 original placement as a Kindergarten teacher at Rockwood Elementary. She
 currently works for the Oklahoma Regents for Higher Education. Another lifelong

- resident of Oklahoma City, Kate is a member of the Absentee Shawnee tribe, and has worked with Native kids in a school setting since her early college years.
- Kyla Molina is a former teacher and currently works for the Chickasaw Nation as a social worker and program therapist. Also a lifelong resident of Oklahoma City, she taught kindergarten at Fillmore Elementary, and has a Master's degree in Human Relations from OU. Kyla is a very active citizen of the Chickasaw Nation and her experience working with the tough issues affecting Native parents and children across the city are a welcome addition to our board's expertise.
- Darrel Johnston is a CPA and prior to being an accountant worked as a computer consultant for an international accounting firm. He is a graduate of Southwestern Oklahoma State University and obtained his CPA license in 1984. Darrel's area of practice include personal, corporate & partnership taxation and school auditing. In addition, he currently serves as treasurer for several school districts. He is a member of the Oklahoma Society of CPA's. Darrel had no involvement in the convening process of the school and was identified as our treasurer during the appeal period. A statement from Darrel on his firm's services and a sense of our agreement terms can be found in Appendix J

Aside from our treasurer, all of our board members live in the greater OKC metro area and four of our board members are OKC residents who live within OKCPS district boundaries - Phil Gover, Sarah Adams Cornell, Kyla Molina, and Kate Sultuska. Our other board member, Jacob Tsotigh, lives in Norman. We anticipate that board membership will be fully determined by the fall of 2018, going into the 'planning year.'

Board Member Statements

Our lead applicant asked each of the founding board members to submit reflection on why they want to serve on the founding board, these are their responses:

"I firmly believe that a school that teaches culturally relevant curriculum, focuses on wellness, intergenerational wisdom and empowerment has the potential to positively impact the future of our children, community, tribal government and sovereignty. All of these elements are the building block of Sovereign Community School and I'm committed to seeing this radically different option offered to our native families. We have the unique opportunity to address and turn around suicide rates, mental health issues, teen pregnancy, dependency rates, drop-out rates, and instill a solid foundation of cultural identity and educational excellence in a single place. I hope to use my passion and experience of community organizing and education to gather native families to work together, not only in starting Sovereign Community School but to ensure sustainability for generations to come."

Sarah Adams-Cornell, Founding Board Vice President

"I believe that my experience and knowledge would be of great benefit to the Native American Charter School in Oklahoma City. I bring a broad background in culturally relevant pedagogy, school climate, parent involvement, Native advocacy and passion from my service in the field of Indian education for the past 36 years in Oklahoma. I have provided professional development to state and national conferences, districts and schools and to state departments of education as well as tribal education departments over the years. I have a depth of understanding of the elements of the Elementary and Secondary Education Act – Every Student Succeeds Act that would be beneficial in school governance in the implementation of federal funding from ESEA. I have completed hours in graduate level courses for school administration at the University of Oklahoma that have given me a depth of understanding about school leadership and administrative responsibilities that would help to guide potential leaders of this charter school. I have an understanding of school improvement and student engagement that would assist in the founding of this school and targeting the needs of its American Indian students. I have established a broad network of Indian education leaders and state department staff members which I could utilize in guiding the development of the Charter School as well as implicit knowledge of the Native American Community Academy which serves as the model for the Oklahoma City Native American Charter School. I consider myself to be an effective servant-leader capable of guiding this unique and valued enterprise to become another pilot in providing culturally-responsive teaching and learning by our American Indian students in the metro area that would lay the foundation for successful college and career pathways toward productive citizens of this community."

"Serving on the design committee for the Sovereign Community School of Oklahoma City has been such gratifying, meaningful work. Engaging as a group of Native leaders and educators to develop solutions to educational inequity for Native students has been an exceptional experience. Whether we are activating the Native community of OKC or providing data analysis that includes the voices of our many Nations, I find myself deeply engaged and committed to our mission. Like many members serving on the committee, I am a Native woman that grew up in an education system that blatantly denied the truths of indigenous existence. Throughout my career I have worked with Native students at the collegiate level as well as K-12. I am an educator that fights to include indigenous knowledge for both my Native students and Hispanic students alike. I continue to volunteer to teach courses for educators on how to be culturally inclusive of their Native students. Throughout these experiences, I have developed many insights on how children learn, how adults learn, and what is missing from our schools for Native learners. Though collaborating with this team, I have also learned that together we have the tools to build a better future for our youth. I want to be a part of a school that fights intergenerational trauma and serves the needs of our Native students. I deeply believe in the vision of our school and the community that is working to create it. I would be honored to further contribute to this work as part of the Sovereign Community School Founding Board."

Kate Sultuska, Founding Board Member

"It is one of my deepest passions to serve the Native American community. Growing up I found myself at a loss for not having someone to identify with, it was not until I started working for the Chickasaw nation that I truly found my identity within myself, as a Native woman. Today I strive daily to give back to the community and help young children find their identity as well. Serving on this board would allow me to have a direct impact on Native youth, along with gain leadership and experience within Native education systems. It would be a tremendous honor for me to serve on this board."

Kyla Molina, Founding Board Member

In addition to these founding board members we are currently vetting two potential board members: Dr. Grayson Noley, Professor Emeritus at OU and former Professor of Educational Leadership and Policy Studies on OU's faculty of Educational Administration, Curriculum and Supervision and Mr. Sam Duell, Associate Policy

Director for the Foundation for Excellence in Education and formerly of the Oklahoma Public School Resource Center and the Oklahoma State Department of Education's charter school's office.

And lastly, one of our design team members and coauthor of this document, Jaimie Gua, had not yet accepted an offer to join the board as she is contemplating applying for a role at SCS and is also a new mother. We have included her resume with our other founding board members due to her contributions to this application and our school design work.

C. Duties and Responsibilities of the Governing Board

The Sovereign Community School's Board shall consist of no more than nine members who serve 3 year terms. The 'Executive Board' shall consist of the Board President, Vice President, Treasurer and Secretary. The main responsibilities of the Board include but are not limited to:

- Establishment of school policies consistent with the organizational mission and values of SCS as well as state and federal law
- Hiring, contracting and performance evaluation of the Principal
- Development and maintenance of the school's budget and fiscal health
- Responsibility for school performance as defined within the performance framework of the charter contract established between the board its charter school authorizer of choice.
- Annual reviews of school and board member performance as a means of fostering continuous improvement and organizational excellence.

The Board will utilize committees to conduct work in between meeting dates and these committees, when applicable, will bring recommendations to the Board during monthly meetings. Currently we anticipate creating the following board committees upon approval of the school's charter:

Committee Name	Responsibilities
Staffing	This committee will work with the school principal on all matters related to the sourcing, hiring and development of staff and school policy relating to staffing. The committee will assist the principal, as needed, with the interviewing and review of prospective school staff, shall develop the school's compensation policies and manage the employee improvement and grievance filing process as such matters arise.
Community Partnerships	This committee works primarily outside of the school on the development and maintenance of partnerships within the OKC community, with special attention paid towards parents and organizations that work with families in OKC.
Sustainability	This committee works on the fundraising and planning aspects of the school - developing potential funders, working with the Principal to author and submit grants, developing a sustainable long-term facilities plan and assisting the school's staff and students with the planning and execution of fundraising activities.

Board Membership

Per the bylaws, board membership won't exceed 9 members and the board approves its own membership on a simple majority vote of approval of a prospective board candidate to fill a vacancy. Board terms are three years, and there is a three full term limit for board members, though exceptions maybe granted by a supermajority vote. School

employees may not serve as board members and any board member who takes an offer of employment at the school must vacate their role.

Qualities of prospective board members include, but are not limited to:

- Demonstrated commitment to SCS's mission and values
- Ability to attend the scheduled meetings on a regular basis
- Experience and/or education in the following areas: K-12 education instruction or administration, child and family development, finance/accounting, law, public education policy, tribal governance, community organizing, or higher education
- High bar for personal and professional conduct
- Passion for service and commitment to kids and K-12 education

A board member may be removed by a majority vote of the board whenever it is in the school's best interests to remove a member. Additionally, any member missing four consecutive meetings or half the meetings within a school year without extraordinary justification is dismissed from the Board unless there is a supermajority vote to retain the board member in question.

Board Member Code of Conduct

Each board member shall abide by the Code of Conduct established by the board.

Failure to comply with the Code of Ethics is grounds for removal. A Board member may not receive a salary or monetary award from the school for services as a board member. Board members shall abide by the Conflict of Interest Policy adopted by the Board. No Board member shall contract with SCS directly or receive compensation from the school for services. Board members must be familiar with and observe all applicable

law relating to conflicts of interest in the state of Oklahoma and shall undergo training to further their understanding of these laws.

Board Member Ongoing Training & Development

- A majority of the SCS board members have completed the OSDE training for charter school leaders and their certificates of completion can be found in Appendix L - the three who've completed are: Mr. Gover, Ms. Sultuska & Mrs. Adams-Cornell
- 2. Our Founder and Board President has connections with charter leaders and board members from across the state and will coordinate a professional development schedule that allows for interaction and learning from board members at other Oklahoma charters to go more in depth in the topics covered in the March OSDE training.
- 3. The original grant from NISN to TEDNA to design SCS has enough leftover funds in it for our board to travel the relatively short distance to Austin, TX this upcoming summer for the National Charter Schools Conference, where we will all complete several hours of professional development along the board/governance conference strands.
- 4. The grant that covers TEDNA's tribal charter authorizer development work has a balance of over \$30,000 dedicated to training and development from the National Association of Charter School Authorizers and in fact our Board President has undergone several trainings with NACSA and attended the annual conference to enhance familiarity with charter authorizer best practices so as to help this board

and other Indigenous school boards that may pop up across the state navigate the policy, legal and accountability landscape in Oklahoma.

Board Member Bonding & Insurance

As a proposed 501(c)3 nonprofit, SCS's Board assumes the liability common to all nonprofits in operation under state and federal law. The board president, treasurer and principal will be bonded and insured per the common education policy and practice of traditional public schools prior to the start of the school year in August 2019. Further discussion and detail of planned insurance for the school site is described in <u>Section III</u>.

Board Meeting Schedule and Adherence to Open Meetings Act

Per the bylaws, the school board shall meet monthly at a to-be-determined schedule announced and publicized to parents and community stakeholders in May for the upcoming school year starting in August. The bylaws of the Board set out guidelines aligned with the Open Meetings Act (Title 25, Oklahoma Statutes §§ 301-314) and the Oklahoma Open Records Act (Title 51, Oklahoma Statutes §§ 24A.1-24A.24). As prescribed by law, board meetings are open to the public and will be publicly announced in advance.

Board & Principal Relationship

The school principal is the sole employee of the board, and his or her employment contract is at their discretion. The principal's authority delegated to her/him by the board shall consist of, but is not limited to, the following:

 Implementation of the approved charter between the board and the school's authorizer

- Implementation the school's policies and procedures and any other directives and policies adopted by the board
- Responsibility for all matters pertaining to the school's internal affairs, including recruitment, supervision and professional development of faculty and staff
- Implementation of the student disciplinary policy and procedures with the approval of the board
- Responsibility for the maintenance of school property and physical plant, as applicable
- Management and maintenance of good relationships among students, families,
 faculty and community partners
- Approves payment of proper bills for school expenditures and signs contracts
 which obligate the school for payments not to exceed \$10,000. For payments
 above that amount, documented pre-approval from 2 members of the Executive
 Board is necessary. The principal reports all new expenditures and contracts in
 her/his monthly board report.
- Develops a compensation plan for all school faculty and staff. The board serves
 as final arbiter for all personnel grievances that have escalated according to
 policies, procedures and protocols described in this application
- Develops and, with board approval, implements the annual budget plan for the school and manages the general fiscal health of the organization
- Directs the preparation of the annual financial audit report
- Responsibility for organizing resource development efforts, including fundraising,
 grant writing, volunteer recruitment and public relations

<u>Critical Contractual Partnerships</u>

The following is a list contractual relationships and memberships that will be critical to realizing SCS's mission as well as supporting its successful operation and progress:

- NACA Inspired Schools Network (NISN): The Sovereign Community School will be a member of the NISN whose activities we've detailed in other parts of the application. NISN supports operating schools with a variety of technical expertise in fiscal management, curriculum design and creation, and leadership development for both boards and school staff. SCS will sign a Memorandum of Understanding (MOU) with NISN upon approval of its charter that articulates the exact supports NISN will offer SCS. It is current practice that NISN does not charge fees for service to member schools, as its activities are wholly supported by private philanthropy and a federal charter school expansion grant the organization was awarded in 2016.
- Sovereign Schools Project at the Tribal Education Department's National Assembly (TEDNA): TEDNA is the organization that effectively incubated the SCS and we anticipate maintaining a relationship for technical assistance around curriculum development, federal programs and community outreach through its Sovereign Schools Project initiative. Fees for these services are currently unknown, pending the Sovereign Schools Project's winter grant making and program launch next summer.
- Oklahoma Public School Resource Center (OPSRC): SCS intends on becoming a member of the OPSRC and utilizing its various services, especially

around technology, legal support, Oklahoma-specific school finance management and practice and public relations. We will also use the OPSRC's member discount for NWEA MAP testing. It is also our intention to compete for the Resource Center's recently announced federal charter school growth grant opportunities, launching in the spring of 2018. The current membership fee for OPSRC is \$2,500 per year.

Appendices: Governance Documents for Review

In the appendix for this section of the application you will find two sets of documents related to school governance: resumes for each board member and the proposed bylaws for the SCS Board. We are currently in the process of incorporating as a 501(c)(3) and we anticipate this process will complete for us sometime in May or June.

D. Parent and Community Involvement

Parent and community engagement is a huge part of why our school will be successful. SCS should be a physical place where Native community organizations and individuals can come and meet, activate and organize themselves. To do that we need a robust and perpetual community outreach effort not just to support the families who use our space but to also encourage any and all organizations that want to work with Native families and communities to host events and use our space for more than just a school. Given the role of community engagement in the design of the school, it's safe to assume that engagement doesn't stop once the school opens. We anticipate forming a variety of community partnerships for the mutual benefit of our school families and the partnering organizations. For instance, we would bring the OKC Indian Clinic to help us think through our student health center, we would work closely with tribal community associations on events, meeting and ceremonial spaces, we can partner with the OKC Pow Wow Club to help us think through our extracurricular offerings around dances and drumming. OKC has a vibrant Native community of professionals and resources we can draw on to innovate in and out-of-school programming.

Parents are probably the most important stakeholders after students when it comes to how we think about our school and its role in the community. We want our parents engaged with their own children's education, and we anticipate instilling a obligatory parental service requirement at our school that asks parents or guardians to contribute a few hours each semester of their time and/or effort in service to our school. We will

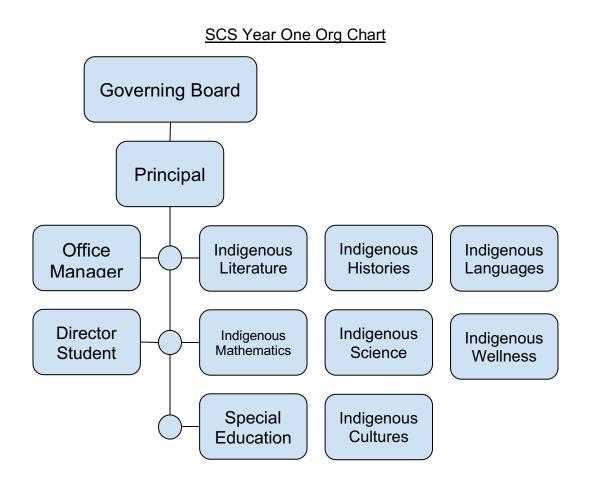
organize a parent's committee that will share reports with our school board on a continuous basis, and we will encourage attendance at our school board meetings on a regular basis to keep parents involved. Additionally, as noted in the previous section on our Academic Plan, our school will assess itself using a QUAD Survey geared towards parents, surveying the group 2-3 times per year.

Lastly, the school board will, as a matter of routine, develop its own ongoing processes for seeking parental input and school satisfaction and this input will be one of the measures to helps us self-evaluate our own school board and school leader quality.

E. Staffing and Administration/Leadership

Staffing Model

Our staffing plan has been created to balance our academic planning with our revenues responsibly. In our first year, we anticipate an enrollment of seventy-five (75) 6th and 9th grade students for a total of 150 students. We will have the equivalent of 11 full time staff members in the building: a Principal, 8 teachers: Indigenous Histories, Literature, Science, Math, Languages, Wellness, and Culture instructors as well as a full time SPED director/instructor. On the non-instructional staff side we will have a Director of Student Support and an Office Manager.

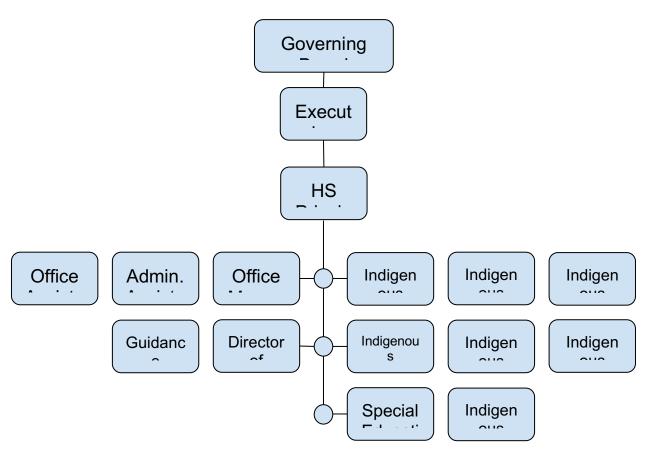


To accommodate our student population in year two we will double our instructors to a total of 16 full-time equivalent teachers (including SPED). Additionally, we will split teaching duties so that each instructor teaches either in the middle or the high school. Lastly, we will add an office support position to assist the school office manager in their duties.

In our third year we will complete a school-wide transition to a distinct middle and high school staffing structure, we will start by transforming the top of the school leadership structure to create an Executive Director (ED) and a Principal. The ED and principal will split some duties across both the high school and middle school with the principal playing a bigger role in instructional excellence and the ED taking much of the non-instruction or academic program load on their shoulders (e.g. fundraising, public relations, staffing, fiscal management, etc.). In addition to the 7 teachers, we will add a counseling position, an office assistant role and we will elevate four teachers to department chair roles, likely internal promotions.

In our final year of growth, year four, we will add three additional teachers - an 'Indigenous Humanities' and 'STEM' role that will be a full time teaching position capable of teaching courses in two areas. We will add one additional teacher to offer courses in the Indigenous Cultures & Wellness area. And lastly we will add one additional SPED teacher, bringing our SPED team to a total of 3 full-time instructors.

SCS Year 4 Org Chart



These are, of course, projections. We acknowledge that projecting staffing models 6 years in advance is an imperfect exercise giving the shifting education landscape and the realities of school growth, staff recruitment & retention and other factors. However, we hope this model gives you a sense of how we'll staff our school and the leadership structure that reflects our best thinking to-date.

Founding Principal Hiring Process

As noted in several places throughout this application, it is our board's intention to hire a founding principal this spring to start in the summer of 2018 to lead the 'start-up' year activities we outline later in this section. The hiring process will have 4 distinct sections:

- 1) Recruitment: engage in intensive efforts to attract a large and diverse pool of prospective principal candidates, both from internal sources (e.g., known indigenous educators within Oklahoma) and external sources (from a nationwide search leveraging professional networks including but not limited to: (National Indian Education Association, American Indian Graduate Center, Native American Educational Policy Leaders, Teach For America, Education Pioneers, etc.).
- Initial eligibility screen: The search committee conducts a preliminary
 assessment as to each candidate's basic eligibility for the principalship (e.g.,
 verification of academic requirements).
- 3) Competency screening: The candidate is evaluated by selection committee against an objective set of criteria for school leadership and either recommended for hiring by a school or dismissed from the hiring process.
- 4) Candidate Screening Interview: School representatives (e.g., teachers, parents, community members) make a recommendation as to the candidate's potential fit with their mission of the Sovereign Community School.

The job description is live as of March 9th, 2018 and will be posted until April 15th. At that time we will begin to conduct phases 2-3 of the interview process with the goal of having final interviews in Mid-May 2018 and an offer extended by June 1st, 2018. As our candidate pool develops, should the district wish to stay apprised of our progress, we are happy to oblige.

The Founding Principal of the Sovereign Community School of Oklahoma City is a visionary instructional leader who will create a joyful and rigorous learning environment built on our fundamentals holistic student wellness, intertribal inclusiveness and focus on cultural relevance for Indigenous children. S/he will have a deep understanding of backward curriculum design, project-based learning, and a strong affinity for Native communities and decolonized or indigenized learning spaces.

The principal will create and maintain a school culture that challenges and motivates our diverse students, teachers, and families to achieve academic excellence, develop as people, embrace the tribal diversity of OKC community, and positively impact the lives of Native families and students especially.

S/he will have a commitment to the educational philosophy of our school and organization, an orientation towards continuous improvement processes, and a drive to start and build something that could alter the educational landscape for kids in the OKC community and others.

The SCS Founding Principal will embrace the change and growth that comes with founding a new school. S/he will collaborate closely with the Founding Board President and the SCS Board of Directors during the start-up year and beyond. SCS is submitting a charter school application for approval from the Oklahoma City Public Schools district proposing a fall of 2019 opening. The Founding Principal will play a vital role in launching and enrolling a middle high charter school with 75 students in each of the 6th and 9th grades to start, with eventual growth to a full 6-12 system with over 500 kids...

This is a full-time position located in Oklahoma City. For more information on the Sovereign Community School, please visit:

https://www.facebook.com/SovereignCommunitySchool/

Candidates will be responsible for the following:

Academics and Instruction

Guides instructional staff to improve teaching and learning by providing teacher support and designing professional development. Ensures that all students are learning and we continually address and work to eliminate any and all gaps in academic performance between subgroups.

- Provides instructional leadership, coaching, and support to teachers who are working with a diverse student body.
- Identifies and incorporates helpful curricular materials and supports that are aligned with SCS and NACA Inspired Schools Network member schools approach and philosophies.
- Ensures the use of a wide array of assessments that, together, reflect the educational philosophy of SCS and NISN and prepare students to excel on multiple measures, including standardized measures.
- Uses multiple sources of data to develop a plan for the ongoing improvement of student achievement - including some metrics not usually tracked in schools like student wellness and cultural connectiveness.

Culture

Defines, models and builds a transformative school culture consistent with SCS purpose, mission, core values and operating. Manages student discipline; and promote student wellness and robust professional development of faculty as part of the school's culture.

Staff

- Recruits, hires, manages and develops the school's leadership and instructional teams, as well as operational and support staff.
- Builds a culture of self-reflection, relentless self-improvement and adaptive leadership for all school staff.
- Recruits and hires diverse mission aligned, qualified instructional and operational staff.
- Manages the staff performance review and compensation review processes.
- Maintains a focus on mission-aligned, student-focused decision making.

• Ensures on-going design and implementation of staff professional development.

Community

- Establishes and maintains strong relationships with teachers, students, parents, and community members.
- Ensures that all members of the school community are engaged and valued.
- Communicates the school's vision and goals in a way that ensures understanding and commitment from a racially, culturally, and socioeconomically diverse community of parents, students, faculty, staff, and board members.
- Oversees the development and implementation of varied forms of communication with families.
- Maintains positive relationships with OKCPS, NISN and other charter organizations, serving as an active leader in the Oklahoma charter community by learning from others and sharing SCS's best practices.

Operations, Finance, and Compliance

- Ensures compliant, effective, and efficient school-based operations that support an academically high- performing school environment.
- Manages and supports school operations staff.
- Reports on activities, organizational development progress, compliance requirements, and student achievement to the SCS Board of Directors and other applicable state and federal reporting agencies.
- Works with the Executive Director to draft and monitor the school's budget and ensure daily financial and business activities are compliant with the school's fiscal policies.
- Ensures school alignment with organizational goals for diversity.
- Experience with OCAS is a plus, but not required

Staff and Reporting Relationship

The founding principal shall report directly to the Board of Directors. S/he will work especially closely with the Founding Board President and Founder of the school and can expect the Board President to offer capacity in the school's start-up activities.

QUALIFICATIONS AND TRAITS

Candidates must have:

- A clear record of elevating student achievement in an academically high-achieving classroom for at least two years, with a strong understanding of pedagogy that drives results or of exceptional leadership working with young people in urban communities.
- A bachelor's degree from an accredited, four-year university; Master's degree or PhD in education preferred by not required.
- Familiarity working in Native communities, especially in education, is required An Oklahoma Principal Credential is a plus but not required.
- At least two (2) years of teaching experience, with demonstrated student results.
- Experience working in a mixed socio-economic school (SES) preferred.

The Principal must:

- Be aligned with the philosophy and mission of the school and organization.
- Have an entrepreneurial spirit and be capable of managing many complex tasks with competing priorities.
- Possess strong leadership, team management and community building skills.
- Possess strong interpersonal and communication skills.
- Be organized and self-managed, and be able to handle many responsibilities simultaneously.
- Have excellent problem-solving skills.
- Possess excellent learning orientation and willingness to lead a learning organization people who have all the answers and solutions need not apply

- Be committed to building a community of collaboration with a diverse group of stakeholders.
- Be a self-aware leader who knows how to treat all members of the school's community with respect, appraises accurately his or her strengths and weaknesses, and is perceptive about how he or she is regarded.
- Be dependable and have excellent follow-through.
- Maintain strong personal commitment to ongoing professional development and growth in self and in teachers
- Be an effective and persuasive communicator, orally and in writing.

COMPENSATION & BENEFITS

SCS offers competitive salaries commensurate with experience and a comprehensive benefits package. SCS will be a 501(c)(3) organization and an Equal Opportunity Employer. Any person with an affinity and love for Native kids and community is welcome to work at our school.

CONTACT

Please email a cover letter and resume to jobs@sovereignschools.org with the email subject line title: "SCS Founding Principal Application."

SCS Start-up Checklist

We have also created a hefty document that outlines the start-up tasks and projects for the school stretching from next summer through school opening to September of 2019. Unfortunately and despite several attempts to find a solution, the checklist as designed is not a very easy document to share on paper in this application format either here or in the appendix. However, we have made it available for review by clicking on this link:

https://goo.gl/cessSn

If for some reason that link doesn't work, reach out to Phil Gover directly via email or text and he'll email a copy of it. A copy is also located in the thumbdrive we submitted with our paper application in an excel formatted document.

F. Employment Policies

Employment Contracts and Policies

SCS will comply with the policies and nondiscrimination statements set forward in the Hiring Policy section, when contracting with school leaders and teachers.

The employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with the SCS or may jeopardize a prospective employee's likelihood of being hired. All employees of SCS are at-will and on a one year contract with the option for renewal by the Board at the recommendation of the Principal.

- Upon employment/contract by the SCS all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by SCS or its designee
- Employees may be hired as regular full-time employees or regular part-time employees
- Employees will be placed on the SCS payroll and will be eligible for all benefits,
 once all applicable background checks return an appropriate result
- Employees who are not regular full time or regular part time will be contracted on an individual basis

- Support personnel (e.g. school secretary or custodian) will be individually contracted
- SCS will continue to administer the benefits package for each employee

Prior to hiring any employees, the SCS Board will adopt employment contracts and policy provisions that comply with state and federal law.

Teacher Certification

SCS has every intention to place fully certified teachers according to state teacher certification requirements. The school will attempt to employ experienced teachers when possible – experienced teachers defined as teachers with three or more years of classroom experience.

<u>Professional Development Provisions</u>

SCS will host at a minimum 5 days of staff professional development which may include but not be limited to the following: classroom management, bloodborne pathogens, recognition and reporting requirements of Child Abuse and Neglect, School Safety, Bullying, Family Educational Rights and Privacy Act (FERPA), CPR, State Standards, School Policies and Procedures, and the Oklahoma State Testing Program Act.

Personnel Evaluation Plans and Procedures

The Board shall adopt one of the state-approved Teacher Leader Effectiveness

Evaluation Processes and/or develop its own framework to evaluate staff members on
an annual basis. If SCS develops its own faculty performance evaluation framework,
that work would begin and be led by the school's principal once that person is hired.

Faculty & Staff Suspension, Dismissal and Non-Reemployment Rules Due Process

- 1. Notice to Employee: When there is cause to believe that an employee's acts or failures to act may warrant suspension, dismissal, or non-reemployment, the employee shall be given notice of the reasons for such proposed action and an opportunity for a fair hearing. The employee shall have the opportunity to prepare and respond to the allegations against him/her in accordance with board adopted policies. However, criminal activity will be immediately turned over to proper authorities, and the individual involved will be immediately removed from the school site.
- 2. Review: The matter shall be heard before the Principal who shall consider all relevant evidence in the matter in reaching a decision. The school shall bear the burden of proving the allegations by a preponderance of the evidence.

3. Review by Committee of Directors:

a. The employee has the right to appeal the decision of the Principal to a committee of the School Board of Directors ("School Board" or "The Board), whose membership is determined by the board itself. The committee will then review all information, including but not limited to evaluation reports, documents related to the employee's work history, logs of conversations, improvement plans, and written responses by the employee. The committee will review the procedure taken by the executive director, both in their performance review of the employee, assistance with an improvement plan, counseling of the employee and the

- process used by the Principal in their determination of employee discipline, termination or suspension.
- b. The committee will determine if the process followed is in keeping with the policies, procedures and philosophy of the school.
- c. If the committee determines that the process was correctly followed and that the decision of the Principal was sound based upon the facts, then they shall uphold the decision of the Principal.
- d. If the committee finds that proper procedure was not followed or finds that a correct decision concerning the employee was not made, then they shall overturn the decision, and the Principal shall formulate a new improvement plan. If this improvement plan is successfully completed, then the employee is retained to the end of the current contract. If this plan is not completed within the prescribed time frame, the employee shall go directly before the committee for determination of their employment status.
- e. If it is the opinion of the Principal that the employee presents a direct threat to the safety and/or welfare of the students, the school, or any SCS employee, then the Principal may immediately suspend the employee without pay and arrange for a prompt hearing before the committee without first consulting with the Board.
- 4. The School Board reserves the right to adopt further policies to clarify and/or augment this process by adopting policies at a later time.

Leave - General Statement

The School Board respects the individual needs of employees to have access to proper amounts of leave time without fear of loss of income. The Board has confidence in the faculty for their expression of professionalism and judicious use of leave time. Paid leave granted by SCS shall fall into one of the two categories as defined below.

Sick Leave

Employees shall be able to accrue sick leave at a rate of one (1) day per month of employment during each regular school year, limited to a total of ten (10) days per contract year. Employees may use sick leave for no more than two (2) consecutive days. If more than two (2) consecutive days are used, then the employee must submit in writing notice to the Principal of the continued absence before the start of the next duty day. Sick days do not rollover from one contract year to the next. Sick days may be utilized in half-day increments.

Personal Leave

Employees shall be able to accrue personal leave at a rate of five (5) days per contract year. Employees must submit intent to use a personal leave day in writing to the Principal at least five duty days prior to day of planned leave, though more advance notice is appreciated. The five day advance notice can be waived on a case-by-case basis by the principal. The principal should make every effort to respond to a personal leave request within two duty days. If the planned leave would jeopardize the ability of the school to ensure continued instruction for students, then the leave can be denied. Personal leave days may not be used on professional development days. Personal

leave days do not rollover from one contract year to the next. Personal days may be utilized in half-day increments.

Family Medical Leave

The school will comply with the Family Medical Leave Act, if it employs the number of persons required by law.

Fingerprinting and Background Checks

SCS shall comply with the requirements for fingerprinting and background checks on employees as required by law. All employees shall submit to fingerprinting and a background check as part of the employment process. Results must be returned to the Principal for review prior to the first day of employment, all results must reported to the School Board President within a month of the first day of employment.

Salary, Benefits and Work Conditions

The School Board, prior to entering into a contract with a staff member, shall approve the salary, hours, fringe benefits, and working conditions for all employees with differentiation by class of employment. We will follow Oklahoma City Public Schools salary, benefits, and work conditions as a general guideline, though allow for the principal, once hired, to alter this arrangement in consultation with the Board.

Employer-Employee Bargaining

SCS does not plan to use collective bargaining with employees.

Disclosure of Employment Rights

In the event SCS closes or the charter is not renewed, employees will participate in an exit interview where the principal shall review the rights of employees. Employees shall sign an exit interview form indicating that they have been informed of their rights prior to the issuance of the employee's final paycheck.

Participation in Oklahoma Teacher Retirement System

The Sovereign Community School shall participate in the Oklahoma Teachers Retirement System as allowed by statute.

Participation in Sponsor's Health Insurance and Other Insurance Plans

SCS shall participate in the Oklahoma State Education Employees Group Insurance Board for health and other insurance plans.

Plans for providing required employee right to know training and documentation

The Employee Right-to-Know (ERTK) training is intended to ensure employees are aware of the dangers associated with hazardous substances, harmful physical agents, or infectious agents they may be exposed to in their workplaces. To comply with the ERTK standard, employers must identify the hazardous substances, harmful physical agents, and infectious agents that are present in the workplace and provide information and training to employees who are "routinely exposed" to those substances or agents. In brief, the ERTK program must include:

- An inventory of hazardous substances and/or agents that exist in the workplace
- Identification of employees who are routinely exposed to those substances or agents

- A system for obtaining and maintaining written information about the substances and agent's employees may be exposed to in the workplace
- Methods for making ERTK information readily accessible to employees in their work areas
- A plan for providing initial, pre-assignment and annual training of employees
- Implementation and maintenance of a labeling system or other warning methods

SCS shall develop and implement a training program and provide training as required by OSHA. Training records shall be maintained by the school and retained for three (3) years. The training records shall include the dates training was conducted; the name, title and qualifications of the person who conducted the training; and the names and job titles of employees who completed the training; and a brief summary or outline of the information that was included in the training session.

Personnel Protection Against Retribution and Retaliation

No employee of SCS shall prohibit or discipline any other employee for:

- Refusing to act in violation of an established and well-defined public policy or for performing an act consistent with a clear and compelling public policy;
- Report a violation of the Constitution or laws of the United States, the
 Constitution or laws of the State of Oklahoma, and reporting violations of
 ordinances or Code of the City of Oklahoma City.
- Reporting violations of School Policy or Regulations;
- Reporting intentional misuse or destruction of the assets of SCS

- Reporting inappropriate conduct of any employee toward students, patrons, or employees of this school; or,
- Reporting such information without giving prior notice to the employee's supervisor or anyone else in the employee's chain of command.

This policy shall not be construed to protect any employee from appropriate disciplinary action who is otherwise engaged in misconduct or is unwilling to perform his/her duties. It should also not be construed to protect employees who report information that they know or reasonably should know to be false or information which is confidential pursuant to law.

Employment Status

All faculty and staff will be notified by the last day of instruction of the current school year if their employment will be continued for the following school year. SCS shall make every effort to notify employees well in advance of the school last day of school of the school's intent to retain them for the next school year. If employment is being continued, then the faculty or staff member will be granted a new one-year contract.

Faculty Orientation

An orientation program shall be formulated by the Principal and shall be conducted for new employees within two weeks of their employment or the beginning of the school term. The program will provide general orientation concerning the school, its mission, goals and governance structure, as well as policies and procedures. Similar opportunities will be available on an ongoing basis.

Employee Resignations

In the event that an employee finds it necessary to resign during the school term, the employee shall give written notice to the Principal and the School Board not less than two weeks before the effective date of the resignation, unless the Board makes an exception. In the event of termination of employment prior to the end of an employment contract, the employee shall be only entitled to the prorated salary and benefits earned through the last date of employment. The employee will not be compensated for the balance of unused sick and personal days. Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in this section.

Faculty Duties – Out of Class

Faculty may be assigned before/after school duties, playground duties and lunch duties, and transportation duties on a rotating basis by the Principal, or designee, as the need for such duties is determined. Performance of such duties is a required part of the employment contract.

Faculty Conduct Code: Ethics

Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents and prospective parents, co-workers, and the community. Faculty will be expected to adhere to the Oklahoma Standards of Performance and Conduct for Teachers, OAC 210:20-29-3 and 210:20-29-4, as well as applicable SCS Board policy.

Reduction in Workforce

The School Board believes the needs of students of the school should be given first consideration in the event that it becomes necessary to reduce the number of employees. Other factors that will be considered are training, experience, special qualifications, interest, and evaluations.

Violations

Any employee aggrieved according to the school's approved policy and procedure may submit a grievance pursuant to the grievance process outlined herein.

Employee Grievance Procedure

The Governing Board is committed to providing a process by which employees may file a grievance concerning the nature of their employment. The Board and Principal shall do whatever is practicable to provide the proper environment for the positive resolution of employee concerns. In the event of a dispute involving employment or the implementation of the personnel policies, and after a good faith effort with the Principal to thoroughly resolve the dispute, all employees may submit their complaint following the procedures outlined below. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file. Failure to follow the procedures and timelines below constitutes a waiver of the employee's right to file a grievance.

- The employee shall submit a statement in writing to the Principal stating clearly
 the nature of their grievance. All pertinent facts and details shall be provided in
 this report that will assist the Principal in his/her determination.
- The Principal will make a determination concerning the grievance and shall submit written response to the employee.
- If it is determined that an action plan is required to resolve the grievance, this shall be stipulated in the response.
- If the employee does not agree with the decision of the Principal, the employee may appeal the decision of the Principal to the Staffing committee of the School Board.
- The Staffing committee of the School Board will review the original complaint and will determine if the Principal followed proper procedure in determining a response to the grievance. The committee, in making its determination, may also review any written information or logs of interviews or conversations with individuals that are submitted by the employee and the Principal.

Discipline, Suspension, and Dismissal: Due Process

The employee has the right to appeal a decision of the Principal to discipline, suspend or dismiss/terminate their employment to the School Board. See: "Suspension, Dismissal and Non-reemployment Rules Due Process" in this section.

Staff Conflict of Interest: Remuneration from Other Sources

The following guidelines will be used in determining eligibility of employees for additional remuneration from the School over their contract salary and benefits or other sources of funds for services rendered:

- Employees may not receive remuneration from other sources for work that they
 perform during their regular duty days or duty hours.
- Employees cannot be paid twice by the School for services performed during their regular duty day or duty hours except as provided in their employment contract.
- Employees may receive remuneration from other sources for services they
 perform outside of their regular workday that are not part of their job
 responsibilities and duties.
- Employees may not use personal leave days or pooled school leave days,
 disability leave days or workers' compensation days to provide services for
 remuneration from other sources.

This policy will not apply when employees are directed to participate in Reserve, U.S. Armed Forces Activities, or state or federal jury duties in accordance with federal and state statutes.

Harassment

It is the policy of the school to prohibit harassment, upon any basis, from occurring in the workplace or any other place where a school-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this school's commitment to maintaining a workplace environment that is free of harassment of and by its employees. It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

Defining Harassment: Unwelcome verbal, physical, or visual conduct may constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with the school
- Submission or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee, or;
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance or of creating an intimidating, hostile or offensive work environment.

Harassment may include such actions as: repeated offensive or unwelcome verbal comments, jokes or innuendo, words or gestures used to describe a person or depict a situation, or the display of offensive objects or pictures.

<u>Investigation and Remediation</u>

- If any employee believes that he or she has experienced harassment, or believes
 that he or she has witnessed harassment, that employee should immediately
 notify an administrator or Board member with whom the employee feels most
 comfortable in discussing the matter.
- Upon notification of an allegation of harassment, a designee of the Board will
 promptly investigate all reports of the aforementioned allegation. This information
 will be kept confidential by the investigator and will only be reported to the Board
 and its' legal representative.
- If an investigation confirms that harassment has occurred, the Board will take appropriate corrective action which may include but not be limited to: a verbal

reprimand, an official memorandum in an employee's personnel file, salary adjustment, suspension with or without pay, or termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or
discipline as a result of making a formal complaint of harassment. However,
disciplinary action up to and including termination also may be taken against
anyone who knowingly makes a false, meritless, or malicious claim of
harassment.

Staff Participation in Political Activity

The Board recognizes that employees of the school have the same civic responsibilities and privileges as other citizens. Among these are campaigning for and holding public office. Employees' political activities shall not interfere with job duties. Involvement in such activities shall be at the discretion of individual employees and shall not involve the educational programs of the district. Employees shall not use School time, equipment, supplies, or facilities for solicitation of funds for any campaign purposes.

Miscellaneous Personnel Matters

Confidentiality

Except as otherwise required by law, employees of the School shall not, in any way, release any information about this organization, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Board or its designee. No employee shall publish, disclose, use or authorize anyone else to publish, disclose, use or in any way cause to be published, disclosed or used,

any private or proprietary information which such employee may in any way acquire, learn, develop or create by reason of employment with this organization, unless otherwise provided by the Board of its designee. Any document or other material containing such information is required to be returned to the head of school upon an employee's termination or resignation.

Personnel Inquiries

No one in this organization other than the Board, the Principal, or designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this organization

Return of Materials

Immediately upon termination or upon the effective date of employee's resignation the employee who is terminated or has resigned must return all office and room keys, identification, security cards, office materials, and supplies, including school-purchased or donated materials, and classroom supplies in said employee's possession to the head of school.

Examination of Personnel Files

Any employee may examine his or her personnel file(s) at any time but only in the presence of the Principal, the president of the Governing Board or a Board designee. An employee may make copies of or take written notes about the contents of their file and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office or campus grounds unless expressly provided for in writing by the Principal, the President of the School Board or a Board designee.

G. Hiring Process and Procedure

Employment Policies

With regard to employment, the school will seek to employ the best-qualified personnel without regard to race, color, religion, sex, age, national origin, alienage, handicap, disability, genetic information, veteran status, or parental, family or marital status. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, layoff and termination. This organization complies with all applicable equal opportunity laws and regulations administered by the U.S. Department of Education, the U.S. Department of Labor, and the U.S. Equal Employment Opportunity Commission. In addition to federally mandated protections, TICA does not discriminate on the basis of sexual orientation or gender identity.

Employment of Faculty and Administration

The employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with SCS or may jeopardize a prospective employee's likelihood of being hired.

Upon employment by the school, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the school or its designee.

 Employees may be hired as regular full-time employees or regular part-time employees on an individual contract.

- Employees will be placed on the school payroll and will be eligible for all benefits.
- Employees who are not regular full time or regular part time will be contracted on an individual basis.
- Non-instructional support personnel will be individually contracted.
- SCS will continue to administer the benefits package for each employee.
- The school shall comply with the requirements for fingerprinting and background checks on prospective employees as required by law.
- As previously noted, SCS faculty and staff will have access to Oklahoma's
 Teacher Retirement System as allowed by law.

Hiring Procedure

After a position vacancy has been declared, the Principal has the following options:

- The position may be offered to an existing faculty member and confirmed by the Board
- If the position is not offered to an existing faculty member, then the Principal shall report the position vacancy to the Governing Board
- The Governing Board shall decide if the position is to be filled or if the position shall be left vacant
- If the position is to be filled, the Board will direct the Principal to conduct a search
 - The Principal will review applications and resumes and will determine which applicants will be interviewed.
 - o Interviews will be declared closed by the Principal, who will also evaluate all applicants.

- The Principal will recommend the best-qualified applicant for the position to the School Board.
- The directors will vote on the recommendation and the applicant will be notified in writing of the directors' decision.
- o If the directors vote to offer the job to the applicant, the applicant will be asked to submit to an OSBI background check. The Principal will discuss salary and benefits with the applicant, pending the acceptable results of the background check.
- o If the applicant passes the background check and accepts the proposed salary and benefits, the applicant will be given a reporting date.

Equal Opportunity and Affirmative Action Policy

The Sovereign Community School complies with all applicable equal opportunity laws and regulations administered by the U.S. Department of Education, the U.S. Department of Labor, the U.S. Equal Employment Opportunity Commission and the State of Oklahoma. In accordance with this policy, this institution does not discriminate on the basis of race, color, sex, religion, age, national origin, disability, genetic information, veteran, parental, family or marital status in admission or access to or treatment of employment in its programs and activities. Qualified disabled individuals will not be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity operated by or through the school solely by reason of disability. Administrators will make reasonable accommodations to the known physical or mental limitations of otherwise qualified disabled applicants or

employees unless such accommodations impose undue hardship on the operation of the school's programs and activities.

Hiring process of teachers, administrators and other staff

SCS will recruit and retain teachers, administrators, and staff who possess a combination the following characteristics:

- Alignment with SCS Mission and Core Values
- Growth Mindsets about Children and Adults
- Belief in students capacity and ability to learn
- Respect and appreciation for Indigenous cultures
- Collaborative, respectful professionalism
- Experience working with Indigenous students and/or communities
- Expertise in their content area, as demonstrated by field of study or professional experience, or in their administrative responsibilities if not in an instructional role

The school shall attempt to employ the most qualified candidate for each position. Such standards shall include the degree held, highly-qualified status, certification status, years of experience and successful reference and background checks.

SCS will disseminate the following information about teachers:

- Bio of each teacher and staff member
- Number of staff with advanced degrees
- Number of staff that are nationally board certified
- Number of experienced staff members
- Percentage of staff members that are highly qualified

 Demographic information (number of Native staff members, number of minority staff members, male/female ratio)

In addition, the professional contact information for each staff member (school email address and school phone) will be provided directly to parents as well as on the school's website.

H. Facilities Plans

As our application has gone through this review process, tremendous progress has been made on securing a suitable facility. We will talk primarily through our "Plan A" option and then discuss the planning and potential of our back-up "Plan B" location. That said, with our letter of intent signed and an executable lease ready to go pending final approval, we have a lot of confidence that Plan A will be our facility come 2019.

Plan A: Mayfair Center

Located at NW 48th and Independence Avenue, Mayfair Center currently operates as a business park with several month-to-month tenants and an events hosting space on weekends and evenings. This building used to be Mayfair Elementary and a part of OKCPS, but was closed in 1983 and sold to a private developer. In this sense the building is almost perfect for our purposes - as a former school it's already configured to for ample classroom, hallway and bathroom space, and also comes with a full size cafetorium and commercial kitchen along with 4 acres of surrounding land and a private long driveway we have the ability to close off for security and traffic.

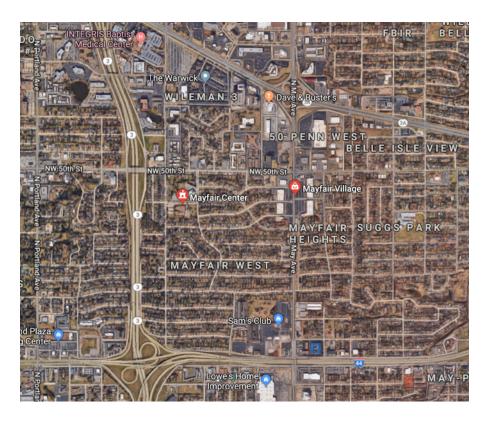
In the next few pages you can get a preview of the facility as well as a look at some of the spaces inside. We are happy to arrange a walkthrough with district personnel later on in March 2018.

Building Overview and Interior Photos

Building Overview



Building Overview 2



Mayfair Center Outside 1



Mayfair Center Outside 2



Mayfair Center Outside 3



Mayfair Center Hallway



Mayfair Center Classroom 1



Mayfair Center Classroom 2



Mayfair Center Women's Room 1



Mayfair Center Men's Room 1



Mayfair Center Kitchen



Mayfair Center Cafetorium



Summary of Lease Terms

A copy of the letter of intent agreed to by both parties can be found in **Appendix K**, this letter outlines the terms of the lease agreement we will come to once our charter is secured. We will summarize it here:

• Lease Term: 5 years, with options to renew every 5 years

• Size: 32,727 Square Feet, and 4 acres of land

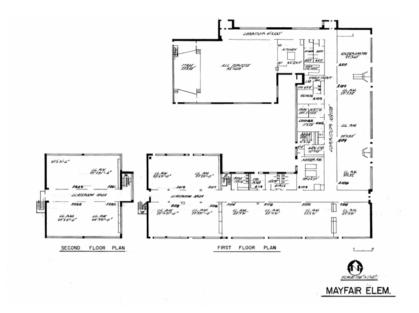
• Rent:

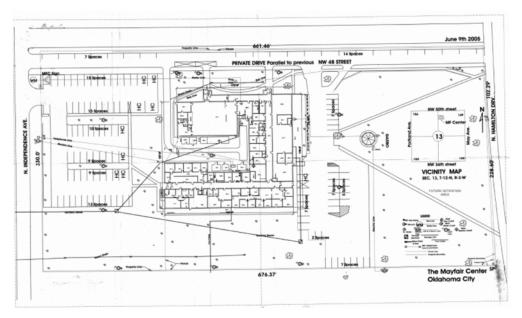
EXHIBIT C
RENT SCHEDULE

3200 NW 48th Street								
Tribal School Rent Schedule								
Space	Term	Year	Ren	nt/sf	Annual Rent	Monthly Rent		
32,727	Initial Term	1	\$	3.00	\$ 98,181.00	\$ 8,181.75		
Ad valorem tax		2	\$	6.00	\$ 196,362.00	\$ 16,363.50		
\$ -		3	\$	6.12	\$ 200,289.24	\$ 16,690.77		
Insurance		4	\$	6.24	\$ 204,295.02	\$ 17,024.59		
\$ 14,000.00		5	\$	6.37	\$ 208,380.93	\$ 17,365.08		
Maintenance	Renewal - 1	6	\$	6.49	\$ 212,548.54	\$ 17,712.38		
\$ 5,000.00		7	\$	6.62	\$ 216,799.51	\$ 18,066.63		
Rent Increase		8	\$	6.76	\$ 221,135.50	\$ 18,427.96		
2.00%		9	\$	6.89	\$ 225,558.22	\$ 18,796.52		
	Renewal - 2	10	\$	7.03	\$ 230,069.38	\$ 19,172.45		
		11	\$	7.17	\$ 234,670.77	\$ 19,555.90		
		12	\$	7.31	\$ 239,364.18	\$ 19,947.02		
		13	\$	7.46	\$ 244,151.47	\$ 20,345.96		
		14	\$	7.61	\$ 249,034.50	\$ 20,752.87		
		15	\$	7.76	\$ 254,015.19	\$ 21,167.93		

- Insurance: We will be required to carry facility insurance for the building, and the landlord estimates this expense at \$14,000/year
- Maintenance: We will be on the hook for up to \$4,000/year in facility maintenance costs outside of HVAC, which is capped at \$1,000/year, for a max \$5k/year
- Landlord Renovation Allowance: \$15,000 in first year of lease

 We have the option to place portable classrooms on the site should we deem them necessary





Site Analysis

Mayfair Center is already configured for our purposes with some light renovation that fits entirely within the \$15,000 allowance the landlord is giving us to update the space in ways we deem necessary. The location isn't exactly what we'd hoped for when we started this process, but so far as locations on the NW side of OKC go, it has many

upsides as it's located within a minute or two of a freeway on-ramp and yet is still nestled in a quiet neighborhood with solid privacy. We estimate that based on the empty configuration of the site and temporary partition/walls that have been set up to create office space that we could easily get 14 classrooms out of this building, perhaps more depending on how we use several of the large open spaces on the east side of the facility. The site has ample outdoors space and the landlord has given his blessing for us to add portable classroom space should the need arise, which gives us the opportunity to use this entire site probably through to year 3 and perhaps beyond. The primary challenges we see with this site are two-fold: first, we earnestly wanted to locate on the south side of the city and have spent time in our community events talking about this desire - moving to the NW side of the city has meant that we would want to plan for transportation, hence that substantive update to this application. The second challenge relates to inspections and possible required upgrades to the space. We have worked with Beck Design, an Oklahoma City based architectural firm to tour the space and they have identified a few areas of concern. First, Beck Design recommends that the commercial kitchen must be fully inspected prior to taking possession of the property to avoid any issues with food service, and they've also recommended an updated asbestos inspection for the kitchen area. Beck Design does not expect these inspections will yield dramatic results that would cause us to rethink our plan to use the building, but these inspections could add some unknown coss to our project. Once approved, we will arrange to have these inspections done before fully executing the lease agreement.

Overall, Mayfair Center appears to be a very favorable facility. Aside from the fact that it's not on the southside like we'd hoped, it has everything we could possibly want in a start-up school facility.

Plan B: Angie Smith Memorial United Methodist Church

As our plans for Mayfair Center developed, we continued to develop Angie Smith UMC as a potential site, having it evaluated by a team of architects at Beck Designs for suitability and getting a briefing on what it would take to prepare their space for the first day of school. Upon reviewing both sites, the team at Beck Designs really did like both as potential school sites, but recommended Mayfair Center between the two citing Mayfair's lower renovation cost and size, though it would be a more expensive property overall. At that point we stopped development at Angie Smith to fully explore Mayfair Center, and to-date the work on Angie Smith is a bit further behind, however we have several items to report.

Building Overview

Angie Smith UMC is located at the corner of SW Grand and S. Lee on the southside of Oklahoma City. It is directly across the street from Capitol Hill High School. The church itself is owned by the Oklahoma Indian Missionary Conference - a collection of churches with predominantly Native parishioners in Oklahoma, which is also headquartered on the property in their own building on the north side of the church.



The building has three floors - a basement, a ground floor and a second floor as well as an elevator, though it is not in working order at the moment. The basement is unfinished, stripped down to the studs with an open configuration that aside from the bathroom spaces, would allow us to customize the walls and hallways however we thought most appropriate. There is approximately 10,000+ feet of space in the basement in total, and Beck Designs estimates we could get 5 or so classroom spaces out of the basement.

On the ground floor there is office space, a cafetorium area and a commercial kitchen with fire suppression, range and a hood. The cafetorium isn't exceptionally large, but with a rotating lunch schedule, it could accommodate our uses for the first two years. The ground floor has three entrances and also a foyer area that leads to the church's primary sanctuary - a space we likely wouldn't use. The second floor has several

smaller built-out classrooms, but with some strategic redesign and knocking out a few walls, we could could squeeze five more classroom spaces out of this area as well. The wall framing and demo estimated costs for this facility would be between \$50,000-\$75,000 depending on a few things. This puts the start-up cost for Angie Smith at a pretty high level, which is why we prefer Mayfair Center to this facility as the start-up cash costs are far lower, even though the building is larger and allows us to grow into the space. Angie Smith also has a space problem - this would be a great space to start-up in but would be quite cramped in year two even if we added a portable classroom compliment to the ample parking lot. This would be year three we'd need to find another facility solution. While not infeasible, the notion doing a lot less facility planning is also quite attractive for our team.

Overall, we're pleased with how our facilities plans have worked out since submitting our original application on October 20th - as predicted then, we noted that it was quite difficult to secure facilities so far in advance but that things would likely develop as we got closer to the spring of 2018, which is exactly what has happened.

I. Transportation

This section makes one huge, but likely correct assumption: that we are going to be located at Mayfair Center in NW OKC. If we were not to locate at Mayfair Center, we would reserve the ability to not offer transportation to our students if we're located on the south side of the city. However, we want to be responsive to community feedback and one piece of community feedback that's stuck with us since diving into this work is that transportation can be a barrier to low income families availing themselves of a charter school as an option for their kids. We would like to be one of the first OKC

charters to offer a quality transportation option for kids who live on the far side of the city from our school. This section outlines how we propose to do that.

Costs and Feasibility

We propose a full-service lease for a bus from Ross Transportation here in Oklahoma City. While technically it is cheaper to potentially buy a used bus, we do not want to have to develop the capacity to service buses in addition to everything else we'll be doing. Leasing the bus on a service contract puts the onus on the bus company to ensure our fleet is maintained and ready to go, and in the event of a breakdown the company offers loaner buses while the leased bus gets back in service. **The value of this lease is \$14,000 per year**, per bus starting with three year contracts which we can modify to annual or two year leases after the initial contract term ends. Our costs under the lease contract would be fuel, insurance and a driver, and our annual mileage on the lease would be capped at 15,000 miles per annum.

Turning to those costs, we estimate them as such:

- Bus Driver: We estimate a single bus driver in our first year costing \$10/hour for about 3 hours of driving each day, 185 days per year at a cost of \$5,550/year and we'd add an additional \$1,000/year for field trip driving. Total Cost:
 \$6,500/year.
- <u>Fuel</u>: Assuming a tax-free conservative diesel cost of \$1.75/gallon, Ross
 Transportation estimates their buses get about 10 mpg in city driving. Our proposed route averages 60 miles per day, bringing us to about \$2,100/year in fuel costs, plus an extra \$1,000 for field trips. **Total Cost: \$3,100/year.**

Insurance: We are not able to get an official quote from an insurer without
knowing our bus model & year, however, our adjuster at JTS Financial estimated
annual comprehensive fleet insurance costs at \$1,500/year/bus, based on his
experience with bus fleet insurance. Total Cost: \$1,500/year.

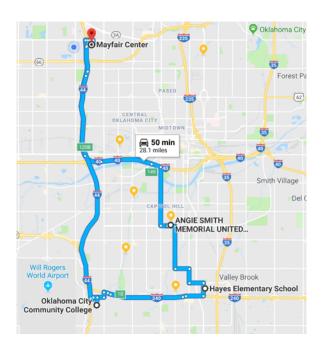
Overall, these three areas result in total estimated costs of \$11,100 per year. This amount when paired with the bus lease cost results in a total cost of \$25,100 per year per bus in our fleet.

This amount of money is doable for our school if we raise our fundraising targets to accommodate the full cost of transportation expenses as we grow. You will find a far more expanded fundraising plan in the Finance Section as a result of this move, and we are willing to put the work in to raise this funding to build out a small bus system because it's the right thing to do from an access and equity perspective. It also shows what's possible to other city charter schools - that when you offer even a simplified transportation option, you can greatly enhance your ability to reach students who might not otherwise be able to access the opportunity your school provides. Looking to the future, we would add a bus each year to year four, and plan on operating a fleet of no more than 4 buses, though we would reserve the right to cut back on that plan should finances or demand dictate.

Proposed Bus Routes and Logistics

We want to emphasize that information in this section is speculative - actual routes and timing will depend on where our students are actually located and what's most convenient, safe and efficient for our families and our bus. That said, we would propose the following starter route, pending any chance once our student enrollment develops:

Leaves	Time	Arrives	Time
Mayfair Center	6:45am	Angie Smith UMC	7:00am
Angie Smith UMC	7:03am	Hayes Elementary	7:15am
Hayes Elementary	7:18am	occc	7:28am
occc	7:30am	Mayfair Center	7:40am



These routes represent a 'best guess' at three stops that would maximize efficiency and access while offering more convenience for parents in dropping their kids off at each stop. At first we might have parent chaperone volunteers playing a quasi-supervisory role at each stop, keeping an eye on kids and behavior at the stop, though we would note that these are middle and high schoolers and probably don't need as high a touch as small children would need from a supervisory perspective. Should any issues arise at stops, we would figure out a way to address those issues with an adult presence.

Logistically it's possible that bus service demand outstrips our bus capacity, estimated at 48 middle-high schoolers per bus. Were this to happen, we have flexibility to push

more students into the seats, and if the amount over 48 were manageably small, we could do that. Should demand outstrip capacity, we would create a priority list for access to bus service, prioritizing families with special or particular hardships first, then families on free or reduced lunch second, and then families who had to travel the furthest to access bus stop points from their home address last. For purposes of calculating state transportation aid, we assume we'll have an average daily haul of 45 students.

Of course we will develop entire bus behavior policy that will be included in the student handbook, and every student who gets transportation will have added obligations around learning and acculturation during student orientation week.

Students with Disabilities and Title X McKinney-Vento

Should a student with a disability need transportation and not be able to or want to access our provided option, we will offer that student direct transportation from their homesite to our school at our expense, with a private provider in accordance with state and federal laws. Furthermore, should a homeless student enroll in our school they will have the highest priority for transportation using our bus service and should that arrangement not work for the student, we will offer them transportation to the school site in accordance with Title X, aka 'McKinney-Vento.'

J. Child Nutrition Services

This section operates under the assumption that our school will be based out of Mayfair Center. Our child nutrition plan calls for outsourcing food prep and paperwork to a vendor that provides food service to schools. There are several advantages to going with a food service provider especially now that our facilities plan has come to fruition.

- 1. We have our own kitchen and food can be prepared on-site.
- The size of our kitchen allows room to grow capacity as our school grows. Per our walk through with Beck Design, Mayfair Center's kitchen will suffice through our growth
- 3. The Mayfair Center kitchen comes equipped with the essentials of a large commercial kitchen: a large gas range, a hood, and a fire suppression system While we have not ironed out a price per meal and likely won't until well into our planning year, we asked Keystone Food Service-- a vendor that works with charter schools and traditional districts across the state, for a draft quote for food service for a school our size with our kitchen set-up and they estimated a cost per meal of \$2.75/meal, which also includes breakfast for students who qualify for free/reduced lunch. This estimate is what is being used to estimate our child nutrition services costs.
 Note on Inspections

Keystone noted that our kitchen would need to be inspected in a few areas before operations began, and those inspections include looks at the gas lines and fire suppression system as well as the hood fan and ceiling tiles. As noted earlier, Beck Design also noted that we should probably get an asbestos inspection specifically and just for the kitchen area given that it was built in the 1950's. Both of these inspections

would be done prior to executing the lease, after the school has been approved and our start-up funding has been delivered so as to absorb any costs. We do not have estimates for these inspections, but Keystone figured it would be a few hundred dollars each.

Other Child Nutrition Services Notes

We would also like to note that though we haven't discussed foodservice capacity directly with the OKCPS district, we understand the district has provided this service in the past and if the district is interested in exploring the possibility, we welcome an informational conversation about the matter. Our only requirement would be that OKCPS food service staff would prepare food for our kids onsite.

Lastly, we'd also like to note our plans for gathering and processing free/reduced lunch applications. We intend on surveying our entire student population and their families and pledge to set a goal of achieving a 100% response rate to the application survey. We believe that gathering this data is vital for understanding our school family situations and community context.

L. School Calendar

Annual Calendar

Our school year will always start with a week-long new student orientation for all 6th graders, and in year one all 9th graders as well. During orientation students will become acclimated to a new school setting, will begin internalizing the key features of what it means to be a student at our school, and will begin building strong relationships with each other and our faculty and staff.

For all other students, classes will start in the 2nd full week of August, with the first quarter running until mid-October, where all students will have week long break that should correspond approximately with the second week of OKCPS current fall break schedule. Faculty only have three days off during fall break, and will spend the first two days of break reflecting on the start of the school year with each other and especially other faculty in their curricular strand. In addition to Labor Day, students will also have a 'day of service' during the Indigenous People's Day holiday the second Monday of October.

The second quarter begins in late October and stretches to early-mid December with a week-long Thanksgiving break in November. Winter break goes from mid-December to just after the New Year holiday. Third quarter starts in early January and goes until early-mid March, with a one-week spring break, with time off for each Federal holiday. Final quarter starts in late March goes until the Friday before Memorial Day.

While we mentioned it when discussing the Academic Plan, we would like to reiterate that the SCS calendar is longer than many other schools largely due to our teacher PD schedule that has an early release day most weeks. To make up for the lost instructional time, our school year has an additional 10 days compared to many other charter schools and districts on a similar calendar.



NOTE: Blue stars mark days where we anticipate having 'PD Thursdays.'

School Day Schedule and Instructional Time Calculations

Below you'll see a table that outlines our first year daily schedule and then calculates our instructional time throughout the school year. Our school day is a block schedule with blocks from 8 am to 3:35 pm each Monday, Tuesday, Wednesday and Friday. Approximately 30 times a year we will dismiss students from school early so that our faculty can engage in a near-weekly professional development time. At NACA, this time is known as "PD Thursdays" - and while our calendar above assumes Thursday will be the day for our school, we will likely make the determination of which day is early-release PD day later on in our planning year. For now, we're keeping at Thursday so

you all can see the placeholder and understand the ins-and-outs of our proposal. We would also like to note that we will, pending successful implementation, we anticipate this schedule staying the same at least through the first three years of operation, and we'll examine a schedule change before year 4 when the middle and high schools are fully staffed and enrolled.

	Weeks	Regular Days	Thursday 'PD Days'	Mins. Instruction Per Day		Total Minutes per annum	
Q1	9	41	8	380 245(PD)		17,540	
Q2	8	30	7	380	245 (PD)	13,115	
Q3	10	40	8	380	245 (PD)	17,160	
Q4	10	44	6	380	245 (PD)	18,190	
Т	37	155	29	XXXXX	XXXXX	66,005	
	Instructional time per year per each of seven classes:						

This table shows 'Regular' days per each quarter as well as anticipated 'PD days' and then calculates the minutes of instruction per quarter and per annum from both of those data points. Throughout the year, each student will receive about 8,465 minutes of instruction in each of our seven subjects, plus an additional 5400 minutes of advisory time during non-PD days. Below you'll find our anticipated bell schedule. The main thing to note here is that in the shortened schedule, each period meets for 35 minutes and there is no advisory. Teacher PD time will go from 1:30 - 4:00pm, and sometimes longer, each PD day.

Sovereign Community School Proposed Bell Schedule - Regular							
	Α			В			
Period 1	8:00	9:00		Period 1	8:00	9:00	
Period 2	9:05	9:55		Period 2	9:05	9:55	
Period 3	10:00	10:50		Period 3	10:00	10:50	
ADVISORY	10:55	11:25		Period 4	10:55	11:45	
LUNCH	11:30	11:55		ADVISORY	11:50	12:20	
Period 4	12:00	12:50		Lunch	12:25	12:50	
Period 5	12:55	1:45		Period 5	12:55	1:45	
Period 6	1:50	2:40		Period 6	1:50	2:40	
Period 7	2:45	3:35		Period 7	2:45	3:35	
EC & Aft.Sch.	3:45	4:45		EC & Aft.Sch.	3:45	4:45	

Sovereign Community School Proposed Bell Schedule - PD Days							
	Α		В				
Period 1	8:00	8:45		Period 1 8:00 8:4			
Period 2	8:50	9:25		Period 2	8:50	9:25	
Period 3	9:30	10:05		Period 3	9:30	10:05	
Period 4	10:10	10:45		Period 4	10:10	10:45	
Period 5	10:50	11:25		Period 5	10:50	11:25	
LUNCH	11:30	11:55		Period 6	11:30	12:05	
Period 6	12:00	12:35		LUNCH	12:10	12:35	
Period 7	12:40	1:15		Period 7	12:40	1:15	

Note: On PD days, there are no advisories or extracurricular activities

SECTION 3 FINANCIAL PLAN & CAPACITY

A. Financial Plan

SCS's financial plan has a detailed description for our schools growth. Our plan is included in **Appendix I**, which includes cash flows for the start-up and first operating year. The view in the appendix isn't the best way to see the budget and the plan - the totality of the plan is best viewed in our original spreadsheet, which was included with the emailed version of this document. If you need another copy, we can provide one. There have been substantial changes from the original document submitted in October 2017, largely in response to OKCPS questions but also after a review of our budget and consultation with Andy Evans at the Oklahoma Public School Resource Center in consultation with the finance reviewers on the OKCPS charter application review team. A summary of the major changes:

- We've attempted to condense the entire budget into a single sheet with easier-tofollow internal logic, rather than the very dense and comprehensive document we submitted initially and altered over time in response to district questions and preferences
- We've also refreshed some of the expenses by tracking down quotes, especially
 in areas that required knowledge of our facility in order to estimate costs
- We've completely removed fundraising from the budget so that the district's
 review team can see an unvarnished view of our budget and expenses we
 project a significant budget deficit without fundraising in year one, but financial
 sustainability quickly recovers as we grow the school

- We've made several big changes to the payroll budget slashing staff in two
 areas: admin and counseling. In admin we've eliminated the MD of Operations
 and Dean of Instruction roles as well as a high school principal role. In
 counseling we eliminated community engagement director roles and cut the
 guidance counseling roles from 4 to 2: one counselor and one Director of Student
 Services as the school grows to max capacity
- As a result of these cuts we carry substantial surpluses going into years three, four and five and this would give us the flexibility to add a small number of staff to strategic areas, perhaps back into admin or counseling, but mostly we wanted to demonstrate the flexibility of the proposal without committing ourselves to roles and expenses that are difficult to foresee 4 to 6 years in advance.

Start-up Expenses

The "Year Zero" budget is included with the first five years operating budget marked as year '18-'19 and takes place from July 2018 through to June 2019. Our year zero expenses will be mostly funded through a generous start-up grant from the Walton Family Foundation in the amount of \$350,000. In addition, we intend on applying for the Oklahoma Public School Resource Center's newly awarded Charter Schools Program growth grants in the spring of 2019, which would offer over \$600,000 in additional start up funding for the first and second years of school operation.

Major Projected Start-up Year Expenses Include:

- Payroll for School Leader & Office Manager: \$99,540
 - Anticipated Expense: Starting August 2019
- Founding Faculty Start-up Year Stipends: \$14,000

Anticipated Expense Dates: March, May & June 2019

• Building Lease/Rental: \$18,363.50

Anticipated Expense Dates: May and June 2019

Laptops and Classroom Technology: \$26,000

Anticipated Expense Date: June 2019

• School Furniture: \$20,000

Anticipated Expense Date: June 2019

Textbooks & Curriculum: \$20,000

Anticipated Expense Date: June 2019

These items make up well over 80% of our start-up year expenses, and the numbers were arrived at through a mixture of research based on our various curricular and programmatic choices and conversations with charter school founders in Oklahoma.

School Expense Overview & Notes

In the interests of transparency around our non-payroll budget estimates, we've prepared a list of our notes on sources and estimates of various non-payroll items.

- Building Lease:
 - See Section 2's facilities part for facility lease terms and the appendix for the letter of intent. Lease costs on a monthly basis are clearly laid out by landlord for the first five years of operation.
- Facility Insurance
 - Obligation for facility insurance to the landlord. The cost is clearly laid out in the lease agreement. The cost is \$14,000 per year, and landlord

estimates it does not change much over time. Facility insurance covers major damage to facility and outlying property. It is a part of the building lease number calculation in the budget document.

Utilities - Gas & Electric

 Cost is based on estimate from landlord to AC and Heat the building at capacity as well as utilize the kitchen, the building has six remotely controlled zones for heating & cooling, which will help us manage costs

Janitorial Services

 We have an estimate for 3 day-a-week service of the Mayfair facility from a local commercial cleaning company, Jani-King

Waste Management Services

 We have an estimate for a once-a-week pickup of a commercial dumpster and a commercial recycling bin.

Groundskeeping

 We have an estimate for lawn service twice a month during the spring and summer months into the early fall.

• Security Monitoring Services & Equipment

- Monitoring Service: Cost estimated at \$400 a month for after-hours security monitoring when building is locked - covers major entrances.
- Remote lock service: one time expense associated with purchase and installation of equipment for remote locking door controls at primary entrance.
- Note: Landlord has previously installed a closed circuit camera system inside the building that we will have access to as part of our lease cameras cover hallways and cafeteria area.

Internet/Telephone/Data Services

 Our cost is based on a monthly estimate of the internet, currently provided by Cox. Our technology budget includes routers and modems we'd need to buy to provide wireless internet access to our classrooms.

Renovation or New Building Expense

- Our landlord has offered us a \$15,000 renovation allowance upon move in. We anticipate this to be sufficient for years one and two of operation.
- Our next renovation expense will be in our third year of operation when we will expand to add two portable buildings on the property. The cost associated with installation has been quoted at 6K per portable by William Scotsman and include transportation/set up and takedown of the portable classrooms from their Tulsa warehouse.

Contract Maintenance and Repairs

- We have to conduct HVAC maintenance one time per year as part of our rental agreement, cost is estimated at \$1,000.
- Ceiling tiles and light fixture maintenance is managed the SCS
- We have allocated \$4,000/year for larger, unanticipated expenses such as broken appliances/windows, etc.

Furniture

- In our planning year (year zero) we have allocated the following for furniture
 - Estimated cost per classroom \$3,000
 - Estimated cost of lunchroom furniture \$0 facility comes with tables
 - Estimated cost of office furniture \$4,000
- PE & Sports Equipment
 - Anticipated cost is associated with a basketball program & another student choice sport. Equipment and maintenance are built into our assumptions.
- Copiers and Printers
 - This cost is based off of a quote from a local company. \$250 a month rental cost + 50K of printing at .9 per page.
- Property & Casualty Insurance
 - We cannot get a quote because we don't know the value of the property until we secure a loan. We have a placeholder of \$12,000 based on what other schools in our region estimate on the same line items.
- Board Liability Insurance
 - Quote from JTS financial. Cost per year based on number of personnel in the building.
- Surety Bond
 - Cost associated with bonding treasury clerk, school leader and encumbrance clerk for \$100,000 and our minutes clerk and school activities fund for \$2,000
- IT Software/Student Information System
 - Calculated this with anticipated expense of \$80 per student, per year for all SIS/LMS/Attendance - estimated from charter leader discussions
- Recruitment & Student Attendance reword these categories
 - Marketing and co-sponsoring of indigenous events in the city
 - o SIS will do attendance
- Organizational Membership Dues
 - \$2500 per year to be a member of the OPSRC
- Legal Services
 - The annual cost of a legal retainer for the Hickman Law Group, assuming no major legal events in the first five years.
- Treasury & Accounting Services
 - See Treasury service agreement in Appendix. Estimated cost of service is \$500 per month provided by Angel, Johnston & Blasingame. Based on his advice we added extra expense to cover payroll and accounting expenses
- Audit Expenses
 - o Estimate from our Treasurer to audit the school on an annual basis.
- Bank Charges
 - Estimated at \$100 per month for checking, savings and purchase card accounts.
- Office Supplies & Postage
 - Estimate was based on a per adult in the building basis. Goes up on an annual basis
- Conference/Seminar Registration

- Attendance for school leader per year. National Charter School Conference and National Indian Education Association
- Graduation/End of Year Awards
 - o Per student dollar amount based on estimates from award organizations
- Student Transportation
 - For details on transportation plan see section 2 part I
- Indigenous Cultural Experience Field Travel
 - Estimate based on student travel to cultural events, museums and theaters in the central Oklahoma region
- After School Indigenous Cultural Activities & Programs
 - Estimate based on student participation in our several after school activities and travel to a regional Pow wow
- School Lunch Program
 - To calculate our lunch program expenses we consulted with Keystone Food Service who gave an early estimate of \$2.75/meal, we took that and assumed 85% of our kids would eat at school and that we'd have 175 days of school lunch for each student subtracting out absences and field trips, multiply that out and you get an estimate for lunch costs
- Health Services
 - Cost associated with our student health center, managed in partnership with the Oklahoma City Indian Clinic
- Technology/Computers/iPads/Chromebooks
 - Years 0-5: cost of 50 chrome books + a laptop cart + classroom technology budget of \$1500 per classroom + routers/modems for wireless access.
- Admin/Teaching Supplies/Manipulatives
 - Estimate based off of conversations with charter school founders in OK
- Textbooks & Curriculum
 - based on the cost of new books and textbook materials for four curricular strands
- Staff Development
 - remove column all together need to spend money on it, anticipated cost of faculty trips associated with Professional Development Thursday
- Substitute Teaching
 - Estimated as four days per teacher, \$70 per day
- Special Education Services
 - Assuming we test about half of our incoming student body at \$100/test session for a contracted school psychologist, total cost \$7,500
 - Beyond that a flat estimate of \$3000/serviced student in contract expenses for special education services
- Testing Supplies
 - Estimated cost of administering the NWEA MAPS assessment with the OPSRC member discount.
- English Language Learner Services
 - Flat dollar amount of \$500 for each student receiving special education services.

School Revenue Calculations: State Aid

School revenues are arranged in three categories: state funding, federal funding and fundraising. We calculated state funding by examining the state funding formula and breaking it down into its component parts - to calculate assumptions of weighted ADM we looked SPED, Gifted and Economically Disadvantaged averages on a per-ADM basis across several other OKC charter schools whose grades and enrollment patterns would be most similar to ours - this included DOVE Science Academy, KIPP Reach, and Santa Fe South Middle and High Schools. From there we were able to estimate a weighted ADM and project our state funding totals. All weights and assumptions were based off of the October 2017 update to the Oklahoma Department of Education's State Aid Technical Assistance Manual.

For the sake of clarity from the rather dense spreadsheet document that holds our budget, we'd like to highlight some of the assumptions we've made about student enrollment in a few key areas:

Student Type	% of ADM Assumption		
Gifted Learners	8%		
Economically Disadvantaged	75%		
Special Education	7.95%		
Bilingual/ELL	7%		

A few notes on these assumptions:

- Gifted Learners: We make an assumption of 8% of our students utilizing gifted services based on averages from similar sized charter schools in OKC.
- Economically Disadvantaged Students: This is a tough area to estimate, however
 we arrived at about 75%, a rate more than a dozen points lower than the district,
 by looking at enrollment trends at OKC charter middle and high schools.
- Special Education: Special Education funding is complex and there are many
 weights and categories our assumption here takes the district's special
 education weighting as a percent of WADM, and assumes SCS will look similar.
 Stated differently, special education student weighting is about 7.95% of the
 district's total Weighted ADM.
- Bilingual/ELL: Our rate is significantly lower than the district's overall, but aligns more closely with what NACA has experienced in Albuquerque Public Schools a district with a much higher rate of ELL service utilization than OKCPS. NACA has between 10%-15% of its students utilizing ELL services, and we think the lower bound of that estimate is a decent guess for our school too.
- To calculate state aid we take the weighted ADM and multiply it by \$3045.60 the current (as of February 2018) per ADM dollar amount paid out to LEAs.

Additionally, there are two other areas where we will receive state aid and the way we calculated those amounts and cash flows are taken from worksheets in the state aid technical assistance manual and from a briefing from the state aid office. Those two areas are flex benefit allowance (FBA) and student transportation. FBA was calculated by taking the \$594.90 per qualifying employee per month allowance and multiplying it by

our eligible employee number and in the first year 11 months (the state does not offer FBA until employees have started teaching students, so we don't get paid out for July 2019). The transportation aid revenue amount was calculated by multiplying out the state aid factor of 1.39 by the average daily haul (ADH) of 45 students per day and the state allowance of \$33 (the amount paid the highest density areas).

School Revenue Calculations: Federal Aid

For federal funding we used a similar process - researching the federal award letters of various charter schools in the city to get an idea of revenues on a per-ADM basis, and then using that calculation to estimate funding for our own school. We looked at funding letters for the three school years '13-14, '14-'15, and '15-'16. The schools we used as comparable to our own for aggregating data were:

- DOVE Science Academy
- Harding Charter Prep
- KIPP Reach
- Santa Fe South High School
- Santa Fe South Middle School

Where individual school data points were obvious outliers, we excluded those data points to avoid overly skewing our estimates. The five areas we estimated receiving federal funding around were:

- Title I Funding
- Title II Funding
- Federal Student Nutrition Funding
- IDEA Funding

Title VI Funding

One exception here was with Title VI or so-called "Indian Education" funding. To estimate this income we used the district's per-Native student average of \$183.76, a figure given to the district by the Coordinator of Native American Student Services. From that funding level we assume that 80% of our students will qualify for Title VI funding where funding eligibility is defined as a student being an enrolled member of a federally recognized tribe. To be clear, this does not mean we think 80% of our students will be classified as "Native American," rather 80% of our student body will meet the specific federal criteria for Title VI funding.

School Revenue Calculations: Fundraising

We would also like to talk through our assumptions and targets for fundraising, as well as give some insight into various sources and opportunities for funding that we'll seek as our school starts up. Let's start by talking about the goals of our fundraising. Our intention around seeking outside support for the school is largely to support two categories of projects:

- Student activities, cultural field trips, and curriculum development
- Student transportation

Of these two categories, student transportation will take up the bulk of the fundraising support budget. Our fundraising effort will be an 'all of the above' approach, meaning we intend to raise money from individuals, through local events, private foundations in Oklahoma and elsewhere and through grant programs hosted by the federal government. Aside from the Walton Family Foundation start-up grant we have not included any fundraising amounts in our budget document.

Our local fundraising will come from a mixture of small community fundraising events, small grants from local OKC foundations like Inasmuch and from OKC area tribes. Our team has already built solid relationships with tribes local to the OKC metro area like the Chickasaw Nation, Absentee Shawnee Tribe, Citizen Potawatomi Nation and Cheyenne and Arapaho tribes. Furthermore, our Board President has strong working relationships with education funders from OKC and Oklahoma broadly from his time as Chief of Staff at Teach for America, where he was part of an executive team charged with raising over \$10 million a year to support statewide operations.

The following is a list of opportunities we've developed - some are opportunities we'd pursue immediately, while others are grants and awards we would seek to expand and further develop things like our Indigenous Languages or Indigenous Wellness programs. programming. We'll separate these opportunities into several areas: tribal, local philanthropy, and federal grants.

SCS Fundraising Opportunities for Programs and Services

Tribal Opportunities

- Chickasaw Nation Foundation
 - Opportunity: Chickasaw Nation Foundation funds a variety of educational and philanthropic projects across the state, and we would look to the foundation to fund part of our transportation plan.
 - Award Ceiling: Varies by Project Funded
- Chata Foundation
 - Opportunity: Chata Foundation funds programs and educational endeavors that target Choctaw Nation citizens - funding here would depend somewhat on our Choctaw student enrollment, but we would look for support around curriculum development, and possibly language.
 - Award Ceiling: Varies by Project Funded
- Cherokee Nation Foundation
 - Opportunity: As with the foundations from Choctaw and Chickasaw, the Cherokee Nation funds a variety of educational initiatives and as with the Chata Foundation, funding would depend on Cherokee student enrollment.

- Award Ceiling: Varies by Project Funded
- Other Tribal Sources of Funding
 - Opportunity: There are other tribes in the local OKC metro area that fund projects and initiatives that target indigenous communities - Citizen Potawatomi Nation, Cheyenne and Arapaho Tribes, and the Absentee Shawnee Tribes, we'll be building partnerships with these groups to fund specific programmatic aspects of our school like student activities, after school programming, and curriculum development.
 - Award Ceiling: Varies, would likely start at \$1,000-10,000 at first
- San Manuel Band of Mission Indians
 - Opportunity: The San Manuel Band of Mission Indians is one of the largest philanthropic donors to Indigenous causes across the country funding everything from schools, to conferences to individual scholarships.
 - Award Ceiling: \$300,000

Local Grant and Foundational Opportunities

- Oklahoma Charter Schools Program Grant
 - Opportunity: In the fall of 2017 the Oklahoma Public School Resource Center was awarded administration over \$16 million in federal funding to support charter school expansion and growth, in spring 2019 SCS will be eligible to apply for one of their five grants for that year.
 - o **Award Ceiling:** \$150,000 in first year of school, \$450,000 in year two
- Inasmuch Foundation
 - Opportunity: Inasmuch funds a variety of education initiatives across the state, and is a generous donor to several local charters and education non-profits. Given our program's unique vision and innovation around culturally responsive teaching we think we have a good case for support.
 - Award Ceiling: Varies
- OGE Energy Corp. Foundation
 - Opportunity: OG&E Foundation supports a wide variety of educational programs centered around science, technology & math, and we would seek funding to bolster our technology budget in our start-up years.
 - Award Ceiling: Varies
- Oklahoma City Community Foundation
 - Opportunity: OCCF has a wellness initiative that we think our school would be very competitive, especially given the innovations we'll be bringing to OKC around student and community wellness.
 - Award Ceiling: Varies

Federal Grant Opportunities

- Esther Martinez Immersion Federal Grant Program
 - Opportunity: The Esther Martinez Immersion program funds communitybased projects at the school or tribal education department level to start or grow programs that support indigenous language development among

- kids, and our indigenous languages program will be a strong fit for support.
- Award Ceiling: \$300,000
- ACF-ANA Social and Economic Development Strategies (SEDS) Grants
 - Opportunity: The Administration for Children and Families gives out grants to community programs that target indigenous communities for economic development or cultural preservation. Our Indigenous Cultures class and the work to develop it as well as our after school activities programming will be a strong and innovative fit for the program.
 - Award Ceiling: \$400,000
- Native Youth Initiative for Leadership, Empowerment and Development (I-LEAD)
 - Opportunity: I-LEAD targets programs that empower Native youth to solve problems they see in their own communities or that offer opportunity to develop Native youth leadership, our school's entire curriculum development is a great candidate for funding from this grant source.
 - Award Ceiling: \$300,000
- Native American Language Preservation and Maintenance Program
 - Opportunity: These grants go directly to schools and tribes to support the ongoing development of Indigenous language programming at the school or community level.
 - Award Ceiling: \$300,000
- Native Youth Community Partnership (NYCP) Grants
 - Opportunity: TEDNA currently has an NYCP grant to deliver college preparation interventions to middle school students in partnership with tribes in OK, MT, and CA. SCS could pursue an NYCP grant in partnership with a particular tribe or group of tribes in the OKC area to everything from college prep to community building and wellness work
 - o **Award Ceiling:** \$100,000-\$600,000 per year for four year projects

Financial Management at SCS - Treasury Services

As noted in the operations section, SCS has reached an agreement with Darryl Johnston of the firm Angel, Johnston and Blasingame to provide treasury services for our school at start-up and for Mr. Johnston to serve as our school's founding treasurer. SCS has not identified a payroll provider or accounting software compatible with OCAS, however we have recommendations from our treasurer for both and will evaluate and make a final decision as part of the start-up year activities. You can see a copy of the tentative outline of this agreement from Mr. Johnston in **Appendix**

B. Audit and Reporting

Annual Audit Procedures

The SCS Board of Directors recognizes that all school districts in Oklahoma are required to conduct an annual financial audit. As stated in state legislation the audit must be made in accordance with State Statutes, State Board of Education Regulations and Federal Office of Management and Budget (OMB) regulations. As required by law, the annual audit must contain at least the following:

- 1. A statement of the scope of examination;
- 2. The auditor's opinion as to whether the audit was made in accordance with generally accepted auditing standards as heretofore established;
- 3. The auditor's opinion as to whether the financial statements included in the audit report present fairly the results of the operations during the period audited;
- 4. The auditor's opinion as to whether the financial statements accompanying the audit report were prepared in accordance with generally accepted accounting principles applicable to schools and in accordance with the laws of the State of Oklahoma and the rules and regulations of the State Board of Education;
- 5. The reason or reasons an opinion is not rendered with respect to paragraphs 3 and 4 in the event the auditor is unable to express an opinion with respect thereto;
- 6. The auditor's opinion as to whether the school's budgetary and disbursement procedures conform to the requirements of the Oklahoma Statutes;
- 7. Financial statements presented in the form and manner approved by the State Board of Education so as to disclose the results of the operations of each fund of the public school.

The audit is conducted after the end of the fiscal year and must be submitted to the school Board within ten months after the close of the fiscal year. When the audit is completed, the auditor conducts a "final exit interview" at the next school board meeting. After receiving the audit, copies are forwarded to the county clerk and the Oklahoma State Department of Education.

Oklahoma Cost Accounting System

SCS will use the Oklahoma Cost Accounting System (OCAS) to report financial transactions to the state as typically required by Oklahoma public schools. We have budgeted for the appropriate accounting software in our budget projections at \$5000/year based on conversations with other charter school leaders.

C. Insurance Coverage

As noted in the OKCPS charter schools policy updated on August 5th of 2017, the district notes that unless otherwise provided in the contract, that a district authorized charter school will fall under the district's insurance policies. Without further clarification on which insurance policies of the district will cover the school, we would like to note our best understanding of the insurance needed, and welcome a future conversation and clarification of the district's policy.

A Certificate of Insurance, in a form satisfactory to the Oklahoma City Public Schools, showing evidence of coverage will be provided prior to beginning operations.

Once the charter application is approved, the Board will secure insurance that meets the requirements of the chartering contract with Oklahoma City Public Schools. SCS assumes for now that these coverages include:

Professional Liability

- Sexual Molestation and Misconduct Coverage
- Directors and Officers Liability
- Workman's Compensation and Employer's Liability
- All financial officers of the school will have the applicable surety bonds:
 - \$100,000 for the Principal(s)
 - \$100,000 for Treasurer
 - \$1,000 for Encumbrance Clerk & Minutes Clerk
 - \$1,000 for any Activity Fund Custodian

Furthermore, should SCS engage OKCPS in any contract for facilities or transportation, we are operating under the assumption that Oklahoma City Public Schools shall furnish its own insurance in the following areas:

- General Liability (replacement of 100% of facility and contents)
- Automobile Liability (if vehicle is owned by school)

As noted above, current district policy states that any district authorized charter school falls under the insurance umbrella of the district and we welcome future clarification on what insurance SCS will need to gather for its officers, school leadership and property.

Insurance Coverage Quotes

As of March 1, 2018 we have acquired quotes for board liability and school property & casualty insurance. We also want to note that should we execute the Mayfair Center lease we would incur additional building insurance costs of \$14,000/year as estimated by the landlord. We have inquired about fleet insurance for our bus or buses but cannot get a definitive quote until we have pinpointed our bus size and model year. The

estimate noted in the budget is an estimate given by an insurance agent assuming we lease a class C bus and transport and use it approximately 80 miles per school day, on average.

Appendix A - Mission/Vision/Values

1d: Big Ideas, Understandings, and Essential Questions: What big ideas are explicit in the mission? What are the essential questions and enduring understandings that will guide the development of the school?

Mission Statement

The Sovereign Community School will activate the next generation of indigenous leadership by engaging our youth with rigorous, culturally relevant curriculum that challenges them to understand and affirm their role as citizens in our many Native nations.

Big Idea:	Essential Question that encourages critical thinking about the purpose of the big idea in the mission of the school:	Enduring Understanding: The mantra, proverb, or understanding that grounds the community in this big idea.
Holistic Student Wellness	How does a school create opportunities to support students' mental, physical, cultural and social wellbeing?	Meeting student wellness needs is foundational to our children's academic success.
Rigorous Indigenized Learning Community	Why is indigenizing curriculum important to the success of our communities?	Rigorous culturally relevant content increases student engagement, learning, understanding, and critical thinking, while elevating student consciousness about justice for our communities.
Intertribal Inclusivity	What spaces exist in Oklahoma City to foster intertribal cooperation and what role can our school play in building an indigenous community of solidarity?	Creating a space for all indigenous people to build community and fellowship in Oklahoma City strengthens our kids, families and Native nations.
Cultural Connectedness	What intergenerational impacts are possible when indigenous children are given the space to explore, grow, and affirm their cultural identities?	We activate the next generation of indigenous leaders and empowered citizens of our Native nations by applying the wisdom and knowledge of our Grandmothers and Grandfathers.

VISION STATEMENT

Our school is born from the needs and ideas of the Native community of Oklahoma City and from them we believe first and foremost that meeting student wellness needs is foundational to our children's academic success. We believe that rigorous and culturally relevant classroom content increases student engagement, learning, understanding and critical thinking while also elevating student consciousness about justice for our communities. We believe that creating a space for all indigenous people to build community and fellowship in Oklahoma City strengthens our kids, families and our nations. We believe that the wisdom of our Grandmothers and Grandfathers is key to realizing our mission and that by placing that wisdom foremost we will activate the next generation of holistically healthy indigenous leaders and empowered citizens.

Appendix B - Curriculum Resource Guide

NISN Resource Hub

 The NISN resource hub is a repository of curriculum mainly from NACA, though inclusive of other NISN school sites in New Mexico. It is quite comprehensive and includes toolkits for educators, strategy guides, unit and lesson plans, grade level UbDs for all core curricular courses at the middle and high school levels.

http://bbdkricky.wixsite.com/nisnresources

Washington: 'Since Time Immemorial'

- STI is a comprehensive curriculum created by the Office of the Superintendent for Public Instruction for the state of Washington. It is a decade-long project to create a statewide standard of learning for indigenous history, culture, and governance. While much of this curriculum is specific to a Washington tribal context, we will also be able to adapt and reframe it for an Oklahoma context.
- http://www.indian-ed.org

Montana: 'Indian Education For All'

- Montana's Office of Indian Education curates and frequently updated list of resources for educators and was one of the first states in the country to implement a compulsory statewide curriculum standard for Indigenous histories.
- http://www.metnet.mt.gov/Programs/IndianEd/

National Museum of the American Indian Educator Resources

- Over the last three years the NMAI has made great strides to bolster its educational offerings - creating a curriculum design team to develop lesson plans using museum resources. Our lead applicant, Phil Gover, has the inside track into NMAI education resources from the world's largest repository of Indigenous art and artifacts - his father is the Director of the museum.
- http://nmai.si.edu/explore/education/

APPENDIX C: ADVISORY STUDENT-LED CONFERENCE

Student/Parent/Advisor Conference

Name:	Gra	ade: Ad	visor:
Classes:	Grades:	Classes:	Grades:
Language Arts Math IScience Social Studies		Personal Wellne Native Literatur Other: Other:	
1. I did well in	Clas	Exp	olain why.
2. It was challer	nging for me in	Class	Explain why.
3. So far at NAC	CA, I am most exci	ted about	Explain.
4. Present your	goals.		

Student/Parent/Advisor Conference

Name	e: Grade: Advisor:
5.	Discuss your strengths and your areas of improvement/change.
6.	End on a positive note and present something you have done in a class(es) that makes you proud. $ \\$

APPENDIX D: QUAD SURVEY OVERVIEW & TOOLKIT

Background

The NACA Inspired Schools Network (NISN) asked Quadrant Metrics, LLC (now called SWEL) to develop a system to track data on a regular basis from Students, Teachers, Administrators, Family Members, and Community Partners to help schools tell the story of their unique mission(s) and vision(s), and assist the Network to learn together as a cohort. In collaboration with schools, NISN seek to ask similar sets of questions each year, in order to inform long-term trends and short-term course correction in our approach to holistic learning. Summaries and reports of the information are gathered to support comprehensive evaluation, data-driven decision-making, and continuous improvement. Data collection at each of the schools happens in the spring semester. This survey will repeat annually each Spring.

Information gathered from The Quad allows NISN to gauge progress across and within sites; results will inform improvements to the model as NISN expands to additional states and includes a greater diversity of communities and students. It will help to answer the question: Where does NISN need to grow and learn how to support schools better? The majority of questions focus on measuring the extent to which schools are living up to desired, unique missions and visions with questions related to culture, social-emotional learning, relationships, etc; these Likert-response questions are then coupled with student achievement results to determine if there are any correlational trends that can be identified, replicated, or changed both at the individual school site in the short and longer term and at the network level in offering support to schools. Most questions, for each stakeholder group, will be similar across schools (see Appendix 3) with the opportunity for schools to develop and include mission-aligned questions for each of their stakeholder groups (see Appendix 4) to gauge the success of achieving their mission and vision longitudinally.

The results of this survey are only shared with the participating school, but the data is compiled together with other NISN schools to report to funders/grants. We will use it for our accountability but, again, there won't be any information released with school identifiers. This data is beneficial for schools because:

- a. it can help (at school level) in the short term make any changes or decisions
- b. it can help (at school level) in the long-run to see if there are any trends in what the school is doing well or where they may be missing the mark in certain areas.
- c. it can help the network see where we can improve our support in the short and long term.

"The Quad and NISN School Review are critical in NACA's continuous improvement model that focuses on visioning, curriculum writing/program development, critique and "State of NACA" presentations. The NACA Instructional Team (IT) compares the Quad and School Review to the mission of the school and internal objectives for a school year and provides an overview to the whole staff during PD, along with a plan of action resulting from the reports, and elicits staff feedback for the following year's PD objectives and systems improvements. In the last two years this process has led to greater focus on developing relationships between staff, staff and students, and staff and families (2016-2017) and in developing a Core Values and Wellness curriculum to guide Advisory (2017-2018)."—NACA Instructional Team

Logistics

Most quantitative responses are categorized on a five-point scale. Where applicable, we recommend keying in on high intensity of support - that is, responses of "Strongly Agree" on the five point scale (Strongly Agree, Somewhat Agree, Not Sure, Somewhat Disagree, or Strongly Disagree). High intensity support is a more accurate barometer of opinions. We consider responses with 40% strong support to be the bar for excellence; responses of 30% or greater in strong support shows high performance.

Each participant group is provided a username and password that links them to a questionnaire, to be completed online for the majority of participants. For K and Grade 1 students, we encourage schools to have

students complete a hard copy of the survey. Depending on whether the school develops their own set of questions, a respondent may have a "*School Name* Survey" (for custom questions) as well as an "*NISN* Survey" (for questions standardized across all schools).

Stakeholders

While each stakeholder group will have usernames and passwords, their responses will be anonymous to schools to encourage honest feedback.

- 1. Students (with names and ID #s—for anonymity)
- 2. Family members (with email addresses, if they have them). A best practice that schools have identified is to host the survey during a time when families are the school (student led conferences, community night, etc.) and set up a room with computers.
- 3. Administration-it could be any non-instructional staff, too.
- 4. Teachers (and their emails).
- 5. Community Partners

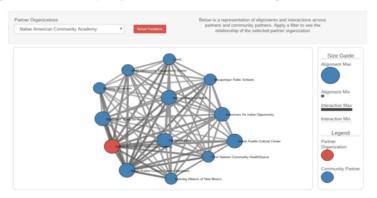
Community engagement is a core element of NISN's evaluation process. The Quad asks each school for a list of community partners and a contact at each partner. These partners could be nonprofit organizations, tribal governments, local governments, other schools, social service organizations, etc. The contact at each community partner is then sent an email link to an anonymous survey. The survey contains several questions standard to NISN that ask opinions about how aligned the partner is with the school *and* with other community partners that the school identified; and how frequently the partner communicates with the school and other community partners. The Quad returns an analysis and data visualizations of responses from community partners.

Surveying community partners helps to assess how the schools are working with key partners and serving as a hub for organizations in the community. The two most important things are the depth and alignment of the relationships between the partner organizations and the impact and alignment of outcomes for kids. Many organizations and people connect through the school and that's a good thing. It also pushes the question: Are there partners that you work with who could benefit from working with each other?

Attached is a snapshot of the findings from the NACA survey demonstrating an example of the mapping for community partners:

2017 NACA + NACA Elementary Community Partners: Key Findings

This social network analysis map displays the relationship among NACA/NACA Elementary and its community partners, on level of strategic alignment and frequency of communication. The size of the circle represents the number of strategic relationships an organization has. The thickness/color of connecting lines indicate the frequency of communication between two organizations.



Key findings include:

- NACA's community partner network is tightly aligned, with frequent communication and a fairly even level of alignment.
- Within this network, NACA and the Indian Pueblo Cultural Center are hubs for both communication and strategy.

Timeline

End of August	Approve the questions that you would like asked of each of your stakeholder groups. *Elementary survey confirms questions. Confirm Quad point of contact at school who will be corresponding with Sandra, Eli, and Kricky.
End of October	Decide on the launch dates for your school. What is the 2-week window when you will be administering the survey?
Five (5) weeks before your survey launch	School contact confirms draft language for the blast email introducing the tool (see Appendix 1). Send the list of anyone you'd like to complete the survey (see the format in Appendix 2) (including partners, students, families, teachers, administrators, as well as their emails).
Two (2) weeks before survey launch	Sandra and Eli send the list of usernames and passwords to school. School contact person approves/edits usernames and passwords, and the language of the email blast.
Survey launch, two (2) weeks	Sandra and Eli send school contact person email who responds to them with the verification code in order to launch initial email blast. Initial email blast is launched (day 1). School prints elementary surveys (hard copies) and designates person who will be administering survey to younger students. [Ideally] School hosts event where people can complete the survey. School ensures all students participate. Mid-way through survey, Sandra and Eli send an email blast reminder for participants to complete the survey.

	Day before the survey closes, Sandra and Eli send an email blast reminder for participants to complete the survey.
	*At any time, school contact person can reach out to Sandra and Eli with any
	questions/edits/hiccups, etc.
Three (3) weeks after	Sandra, Eli, School contact school and NISN to schedule initial debrief about data and how we should
survey closes	summarize/present.
Six (6) weeks after	Sandra and Eli send finalized version of quantitative report to schools and NISN. NISN sends
survey closes	summarized version of qualitative responses to schools, Sandra and Eli.
Six (6)+ weeks after	School schedules debrief with NISN.
survey closes	

Example Survey Letter

Dear Friend,

We would like to ask for your help in making the Sovereign Community School grow and be responsive to the needs of everyone here. Your participation in this survey will help SCS achieve excellence and relevance for all our students and families. We are excited to work on any challenges and to continue many of the great opportunities and programs that we currently offer.

We invite you to participate in this survey that closes on CLOSE DATE at 11:59pm CT. The survey itself should take 5-10 minutes and we ask for your candid feedback on this anonymous survey. The responses from students, families, administration, teachers, and community partners will then be compiled and submitted to SCS leadership team. We encourage you to answer as honestly as possible.

To complete the survey, use the link below, your username and password.	
Site:	

Username:

Password:

Thank you for your time. We really look forward to finding ways to improve our school.

Sincerely,

XYZ Principal Sovereign Community School Oklahoma City, OK

2017 NISN Quad Questions

Group	Question
Admin	Explain some of the support mechanisms for students with learning disabilities and servere needs.
Admin	Our curriculum is aligned to Common Core State Standards.
Admin	Our students are engaged and motivated.
Admin	Our tools and processes to track and monitor the college-readiness of students are robust.
Admin	Please elaborate on some examples of these college programs or practices.
Admin	The school has a high quality college achievement program that supports students through the college application process. The school provides high-quality information and resources on the prerequisites for college entrance (e.g. FAFSE, college
Admin	application check-lists).
Admin	The school's college programs, behaviors, and practices are high quality.
Admin	The school's pedagogy is high quality and rigorous.
Admin	The support mechanisms in the school for students with learning disabilities and severe needs are robust.
Admin	Was your reporting data to your authorizer and to NISN (i.e. SOAP, STARS) on time and accurate? If no, please explain.
Admin	What are some examples of the tools and processes you use to track college-readiness?
Admin	What was the graduation rate among high school seniors for last year for girls?
Admin	What was the graduation rate among high school seniors for last year for boys?
Admin	What was the graduation rate among high school seniors for last year for 4 year school attendees?
Admin	How aligned is your organization's mission with that of each organization below?
Admin	How do these organizational relationships as a whole impact students?

Admin How often do you have meaningful interaction with each organization below?

Admin How often does the school offer opportunities for students to engage meaningfully with the community?

Admin How often does your school create opportunities to receive community input?

Admin Leadership decision making is aligned with school mission and values.

Admin Our school spending and investments are aligned with the mission and priorities of the school.

How often do school leaders participate in activities that build greater knowledge, awareness, and advocacy for Indigenous

Admin education issues and interests?

Admin Our indigenous language models are high quality.

Admin Student identity and incorporation of culture is embedded in classroom instruction.

Admin My wellness is authentically supported and valued; I feel that I can work hard without burning out.

Admin Core operations are sustainable on current state and federal funding.

Admin In what ways does you school solicit feedback, questions, or concerns from teachers, partners, students, and families?

Admin Our dedicated structures for teachers to collaborate and reflect on their instructional practice are robust.

Our onboarding documents and resources are aligned to the mission and core values of the school and the NACA Inspired Schools

Admin Network.

Admin Professional Development is aligned to the mission of the school.

The school's practices and processes around the hiring, development, and performance management of talent are clear and

Admin documented.

Admin What is one area of the school that you hope will stay the same? Admin What is one areas of the school that you'd like to see improved?

Admin There are structures and systems at this school to help new teachers succeed.

Admin Teachers received sufficient high-quality professional development this school year in the following categories: Whole Staff
Admin Teachers received sufficient high-quality professional development this school year in the following categories: Grade Level
Admin Teachers received sufficient high-quality professional development this school year in the following categories: Content

Admin Comm.

Partner How aligned is your organization's mission with that of each organization below?

Comm.

Partner How did you first hear about the school and build the relationship you have with the school today?

Comm.

Partner How do you and the school work together?

Comm. Partner

How does your partnership contribute to building a movement of leaders in indigenous education?

Comm.

Partner How often do you have meaningful interaction with each organization below?

Comm.

Partner In what ways does the school solicit feedback, questions, or concerns from you?

Comm.

Partner What is one area of the school that you hope will stay the same?

Comm.

Partner What is one areas of the school that you'd like to see improved?

Comm.

Partner What role(s) does the school play for the community?

Comm.

Partner The school's students and families would benefit from more fully utilizing my organization's programs and services

Comm.

Partner Please explain briefly if and how your organization is benefiting from the relationship with this school.

Family How do you feel about the amount of work your child is asked to do?

Family The school offers high quality and rigorous academics.

Family I believe that this school is fulfilling a need in the community.

Family I am encouraged to get involved in events at the school for my child's education.

Family How has the school partnered with and supported your community?

Family The school has provided opportunities for my child to engage in his/her cultural identity.

Family The school has provided opportunities to engage with my family's cultural identity.

My child's Student Led Conferences and Adivsory are effective tools to help connect me with the school and to understand my

Family child's overall wellness and academic progress.

Family I feel my child's holistic wellness needs are being supported.

Family I feel respected and heard in interactions with the staff at the school.

Family In what ways does the school solicit feedback, questions, or concerns from you?

Family What are the core values and mission of the school?

Family What is one area of the school that you hope will stay the same?
Family What is one area of the school that you'd like to see improved?

Family How has the school partnered with and supported your community?

Student I feel prepared for college.
Student I want to go to college.

Student My teachers expect a lot from me academically.

Student What grade level are you? Student What is your gender?

Student My teachers expect a lot from me in the Core Values.

Student How often did you participate this school year in a project/event that served your local community?

Student Does your school provide opportunities to learn your own language?

Student How often do you hear your language spoken at school?

Student How often do you think about your holistic wellness goals? (wellness wheel)

Student I have access to healthy food at school. Student I understand my own unique identity.

Student I feel good about myself.

Student I understand and try to use the Core Values.

Student Does your school day and schedule reflect the mission of the school?

Student I spend most of my time on task.

Student School is well organized--schedules work, classes are on time, and everything is planned out well.

Student How do you feel about the amount of classwork you're asked to do?

Student How often is there time set aside for you to reflect on how you're doing academically in school?

Student I feel connected to a trusted adult at my school.

Student I feel respected and heard in interactions with my peers.

Student I feel respected and heard in interactions with the staff.

Student In what ways does the school solicit feedback, questions, or concerns from you?

Student My family is engaged in the school.

Student What does leadership mean to you and in what ways have you been a leader in your school, home, or community?

Student What is one area of the school that you hope will stay the same? Student What is one area of the school that you'd like to see improved?

Teacher I expect a lot from my students academically.

Teacher My class is academically rigorous.

Teacher My students are prepared for college.

Teacher What grade do you teach?

Teacher How many years have you been teaching. in total?

Teacher How many years have you been teaching at this school?

Teacher I expect a lot from my students in the Core Values.

Teacher How often did you participate in a project/event that served your local community?

Teacher Leadership decision making is aligned with school mission and values.

Teacher I plan and execute relationship building in my class on a regular basis.

Teacher How many community members or organizations have you engaged in your classroom or with your students in the last school year?

Teacher How often does your school provide explicit opportunities for student incorporation of core values in their lives & learning?

Teacher I feel more connected to my identity based on my experience at the school.

Teacher My wellness is authentically supported and valued; I feel that I can work hard without burning out.

Teacher How often is there time set aside for you to reflect on how you were doing as an educator?

Teacher I feel like I am part of a team and that my opinions matter at the school.

I know who to go to in the school when I have questions related to school policies or procedures (time off, calling in sick, student

Teacher led conferences).

Teacher Staff at this school believe students are capable of anything.

Teacher I have an appropriate balance of support and autonomy to help me run an effective classroom

Teacher Do you feel valued as an individual? In what ways does the school solicit feedback, questions, or concerns from you?

Teacher I have innovated, improved and refined my practice of indigenous education.

Teacher I receive(d) sufficient, high quality professional development.

Teacher Our new teacher orientation structures and documents are robust.

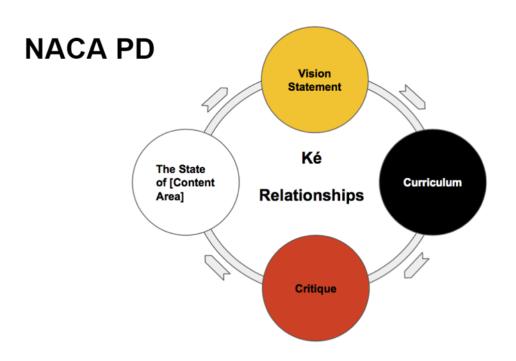
Teacher Our onboarding documents and resources are aligned to the mission and core values of the school and NISN.

Teacher Professional Development is aligned to the mission of the school.

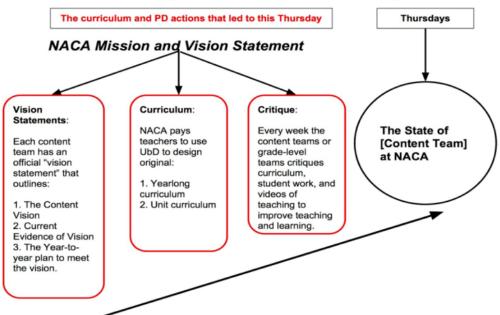
Teacher What is one area of the school that you hope will stay the same?

Teacher What is one area of the school that you'd like to see improved including potential resources or support you would like/need?

APPENDIX E: NACA PROFESSIONAL DEVELOPMENT PLAN OVERVIEW



The Story Behind Thursdays



(re)Visioning at the School Level

The Instructional Team rewrites the <u>NACA Vision</u> each summer, after which the whole staff turns that documents into a <u>student and family-friends version</u> shared at Open House.

(re)Visioning at the Content Team Level

We pay our teachers \$ to (re)design Vision Statements and (re)design original curriculum.

- → The NACA Vision for Indigenous Science for students and families
- → "The State of Indigenous Languages at NACA 2016" and Video
- → A yearlong curriculum for 8th Grade Native Literature

Annual PD comes from the backward planning of Visions

			Stage 1 Desired Results		
Big Idea and Time/Place in PD	EQ	Enduring Understanding	Transfer Statement	Measureable Outcome	Stage 2 - Assessment Evidence
1. Ké/Relationships In K-12 Whole Staff	What are you doing to intentionally build Ké with your peers and students? What tools are you using? Are those tools working?	Indigenous epistemologies are centered on relationships. The health of our school depends on the health of our relationships with one another and our students.	We want our staff and students to intentionally build healthy relationships so that in the long-run we will be able to use our common bonds to tackle complex issues related to Indigenous education, sovereignty, and decolonization.	All students will indicate a strong relationship with at least one adult through the year. All teachers will indicate improved relationships and relational trust among staff and with students.	Three teacher surveys about perceptions of Ké. 1. Pre 2. Midyear 3. Post
2. Indigenous Education In K-12 Whole Staff	What is Indigenous education for a community of diverse Indigenous and non-indigenous students, families, staff, and community?	Indigenous education is supporting identity and personal growth while strengthening relationships to the land and community.	Indigenous education is a means for the continuation of identity, culture, and connection to land/community so that our students and staff thrive in an education that is excellent and relevant.	All teachers will identify a way in which they provided their students an experience, lesson, or task that hits at the "sweet spot".	Classroom visits by IT rep, NI5N school review/QUAD, and evidence from community site visits.
3. Improving on Strengths (Vision, Curriculum, Critique, Data, State of) In Content and Grade-level PD Time	Is your team improving teaching and learning by using the NACA improvement Process (see graphic above) to improve teaching and learning by using visions, curriculum, critique and the "State of" presentation?	NACA's PD is guided by the simple, cyclical process of: 1. Visioning 2. UbD Curriculum 3. Critique of Curriculum Student Work, and Videos of Teaching 4. State of presentations	We have a long-term PD trajectory. Losing sight of what we've worked hard to build in the past limits our ability to take the next step to become a dynamic institution in meeting our mission and vision.	All teachers and teams will use the NACA Vision, Content Visions, and critique protocols to improve teaching and learning for students.	Regular participation from IT rep on teams (informal) - see IT roles and reps in Stage 3 State of Presentations in spring 2017

2015-2016

EQ: What is the school's vision? What is the content team's vision? What is NACA's indigenous improvement model?

2014-2015

EQ: What do we know about our students' abilities against our UbD objectives?

2012-2013 & 2013-2014

EQ: Why critique at NACA?

2011-2012

EQ: Why Performance Assessments at NACA?

2010-2011

EQ: Why Understanding by Design (UbD) at NACA?

Outcome: As a result of PD, NACA Teachers will be able to:

- → Design a content team vision.
- Use an indigenous methodology and NACA Improvement Process framework to improve teaching and learning at NACA.

Outcome: As a result of PD, NACA Teachers will be able to:

- Use critique to evaluate teaching and learning.
- Explain student progress and areas of concern with data.

Outcome: As a result of PD, NACA Teachers will be able to:

 Use critique protocols to improve teaching and learning in content teams, grade-levels, and school-wide initiatives.

Outcome: As a result of PD, NACA Teachers will be able to:

- Design units using UbD, Stages 1 and 2
- Use the Workshop Model for lesson design

Outcome: As a result of PD, NACA Teachers will be able to:

- Design units using UbD, Stage 1
- Post and use essential questions



NACA
Growing Together

7-Year Continuity in NACA PD

2016-2017

EQ: Why Understanding by Design (UbD) at NACA?

Outcome: As a result of PD, NACA Teachers will be able to:

- Design units using UbD, Stage 1
- Post and use essential questions

7-Year

Continuity in

<u>иаса</u>PD

Big Idea and Time/Place in PD	EQ	Enduring Understanding	Transfer Statement	Measureable Outcome	Stage 2 - Assessment Evidence
1. Ké/Relationships in K-12 Whole Staff	What are you doing to intentionally build Ke With your peers and students? What tools are you using? Are those tools working?	Indigenous epistemologies are centered on relationships. The health of our school depends on the health of our relationships with one another and our students.	We want our staff and students to intentionally build healthy relationships so that in the long-run we will be able to use our common bonds to tackle complex issues related to Indigenous education, sovereignly, and decolonization.	All students will indicate a strong relationship with at least one adult through the year. All teachers will indicate improved relationships and relational trust among staff and with students.	Three teacher surveys about perception K6. 1. Pre 2. Midyear 3. Post
2. Indigenous Education In K-12 Whole Staff	What is Indigenous education for a community of diverse Indigenous and non-Indigenous students, families, staff, and community?	Indigenous education is supporting identity and personal growth while strengthening relationships to the land and community.	Indigenous education is a means for the continuation of identity, culture, and connection to land/community so that our students and staff thrive in an education that is excellent and relevant.	All teachers will identify a way in which they provided their students an experience, lesson, or task that hits at the "sweet spot".	Classroom visits by IT rep, NISN sc review/QUAD, and evidence from comm. site visits.
3. Improving on Strengths (Vision, Curriculum, Critique, Data, State of) In Content and Grade-level PD Time	Is your team improving teaching and learning by using the NACA Improvement Process (see graphic above) to improve teaching and learning by using visions, curriculum, critique and the "State of" presentation?	NACA's PD is guided by the simple, cyclical process of: 1. Visioning 2. UbD Curriculum 3. Critique of Curriculum, Student Work, and Videos of Teaching 4. State of: presentations	We have a long-term PD trajectory. Losing sight of what we've worked hard to build in the past limits our ability to take the next step to become a dynamic institution in meeting our mission and vision.	All teachers and teams will use the NACA Vision, Content Visions, and critique protocols to improve teaching and learning for students.	Regular participation from IT rep on te (informal) - see IT roles and reps in Stage 3 State of Presentations in spring 2017

APPENDIX F: Governing Board Bylaws

SCS Governing Board Bylaws

Article I: Organization Name

Section 1: Name

The formal complete name of the organization shall be the Sovereign Community School of Oklahoma City, however this name may be shortened to 'Sovereign Community School' or turned into the acronym 'SCS.'

Article II: Purpose

Section 1: Non-Profit Purpose

This corporation is organized exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Service Code, or the corresponding section of any future federal tax code.

Section 2: Specific Purpose

The purpose of the Sovereign Community School is to operate schools of excellence and relevance to the families and students of the Oklahoma City metro area, and to serve as a future example and inspiration for all indigenously centered schools in Oklahoma and elsewhere.

Article III: Membership

Section 1: Membership

The membership of the corporation shall consist only of the members of the Board of Directors.

Article IV: Board of Directors

Section 1: Powers

a) The affairs of the Sovereign Community School shall be managed by its Board of Directors. The Board of Directors shall have control of and be responsible for the management of the affairs and property of the Corporation. In this and other documents the Board of Directors may be referred to as 'the School Board.'

Section 2: Number, Election, Requirements, and Qualifications

a) The number of Directors shall be fixed from time-to-time by the Directors but shall consist of no fewer than three (3) nor more than nine (9) including the following officers: the President, the Vice-President, the Secretary, and the Treasurer. Article V of these bylaws outlines the powers and duties of each office.

- b) The members of the Board of Directors shall, upon election, immediately enter upon the performance of their duties and shall continue in office until their successors shall be duly elected and qualified. All members of the Board of Directors must be approved by a majority vote of the members present and voting. No vote on new members of the Board of Directors, or Advisory Council, shall be held unless a quorum of the Board of Directors is present as provided in Section 6 of this Article.
- c) No two members of the Board of Directors related by blood or marriage/domestic partnership within the second degree of consanguinity or affinity may serve on the Board of Directors at the same time.
- d) Each member of the Board of Directors shall be considered a member of the Corporation and shall hold office for a three-year term as submitted by the nominations committee.
- e) Each member of the Board of Directors shall attend at least half of monthly meetings of the Board per year, and any board member who misses three consecutive meetings is deemed to have abandoned their position, and may only be retained on the board upon a majority vote of the remaining board members.
- f) Qualifications of board members include, but is not limited to, the following:
 - i) Demonstrated commitment to SCS's mission and values
 - ii) Ability to attend the scheduled meetings on a regular basis
 - iii) Experience and/or education in the following areas: K-12 education instruction or administration, child and family development, finance/accounting, law, public education policy, tribal governance, community organizing, or higher education
 - iv) High bar for personal and professional conduct
 - v) Passion for service and commitment to kids and K-12 education

Section 3: Board Member Tenure

- a) Board members serve 3 year terms, and are limited to no more than 3 consecutive terms.
 - i) A term-limited board member may serve on the board again after one year has passed. This is taken to mean that a term limited Board member who stepped down at the conclusion of the June meeting may be elected to another board seat or position the following year at the June meeting.
- b) Each board seat has a set expiration date as follows:
 - i) Board President, Board Treasurer, Board Seat #1: June 2018
 - ii) Board Vice President, Board Seat #2, Board Seat #3: June 2019
 - iii) Board Secretary, Board Seat #4, Board Seat #5: June 2020
 - iv) Any board seats added in the future have expiration dates three June meetings after the seat's addition
- c) Vacancies
 - Officers: Board Officer vacancies shall be filled with all due haste but only when a person with the qualifications for office is available and willing to serve
 - ii) Non-Official Board Seats: Vacancies are filled at the discretion of the board to fill out the elected term of the board seat vacated.

d) Resignation

- i) A board member may resign their seat at any time, and resignations take effect as soon as they are accepted by the Board President, unless otherwise noted or allowed at the Board President's discretion
- e) Per the Articles of Incorporation, the organization's founding board members are:
 - i) Phil Gover, Board President
 - ii) Sarah Adams Cornell, Board Vice President

Section 4: Board Officers

- a) The President of the Board shall:
 - i) Preside at all meetings of the organization;
 - ii) Regularly meet with the treasurer of the organization to review the organization's financial position;
 - iii) Schedule annual audit of records or request an audit if the need should arise during the year;
 - iv) Perform any other specific duties as outlined in these bylaws.
- b) The Vice President of the Board shall:
 - i) Preside at meetings in the absence or inability of the president to serve;
 - ii) Perform administrative functions delegated by the president;
 - iii) Perform other specific duties as outlined in these bylaws.
- c) The Secretary of the Board shall:
 - Maintain the records of the minutes, approved bylaws and any standing committee rules, current membership and committee listing;
 - ii) Record all business transacted at each meeting of the corporation in a prescribed format:
 - iii) Maintain records of attendance of each board member;
 - iv) Conduct and report on all correspondence on behalf of the corporation;
 - v) Other specific duties as outlined in these bylaws.
- d) The Treasurer of the Board shall:
 - Issue a receipt complying with the Internal Revenue Code and regulations issued thereunder for all monies received and deposit said amounts on at least a monthly basis;
 - ii) Maintain an accurate and detailed account of all monies received and disbursed;
 - iii) Reconcile all bank statements as received and resolve any discrepancies with the bank immediately;
 - iv) File annual IRS form 990 and OTC form 512-E in a timely manner;
 - v) Submit records to audit committee or auditor appointed by the corporation upon request or at the end of the year;
 - vi) Other specific duties as outlined in these bylaws.

Section 5: Meetings & Notice

- a) Prior to the first school year, Board meetings shall be held at the discretion of the Board President, and once the board has its first employee, should occur at least bi-monthly to monitor the progress of school start-up.
- b) Once the first school year has begun, this board shall be considered a 'Public School Board' and as a Public School Board, Board meetings shall adhere to the Oklahoma Open Meetings Act: Title 25, Oklahoma Statutes §§ 301-314 and the Oklahoma Open Records Act: Title 51, Oklahoma Statutes §§ 24A.1-24A.24
- c) Meetings shall occur monthly once the first school year has begun.
 - Prior to the first year of school operation, board meetings shall take place on a regular schedule determined by the Board President
- d) Once the school has opened, the board meeting schedule shall be determined a full year in advance and posted at the school site. Additionally, parents at the school shall be regularly notified of board meetings to encourage attendance and board accountability.
- e) Board members may attend, when necessary, the school board meeting virtually via computer software platform and/or conference call.
- f) Executive Session
 - i) By a majority vote of the board of directors, the board may go into Executive Session - a private session consisting only of the members of the board, the school's general counsel and excluding all non-members unless given expressed consent by the presiding officer of the meeting
 - ii) Executive session is for the open discussion of private matters regarding personnel, board legal activities, or topics related to the school's students that may violate FERPA or other family and student privacy considerations
 - iii) Executive session can be closed and the regular order of the meeting resume upon the majority vote of the board members.
 - iv) Upon closing Executive Session, the Board Secretary shall post in the meeting's minutes a brief summary of any actions taken by the board during the session and will certify in writing that matters considered in Executive Session were proper and consistent with these bylaws

g) Special Meetings

- i) From time to time a special meeting of the Board may be necessary. A special meeting of the board can be called with 48 hours advance notice to all board members, and may be held via conference call or conference software platform.
- ii) Notification of a special meeting must include the topic or topics to be discussed and considered at that special meeting
- iii) The agenda of the special meeting cannot include items or topics not noted in the special meeting announcement.
- iv) Actions taken at a special meeting of the Board when quorum consistent with Section 6 of this article is present shall be considered official actions of the Board.

Section 6: Quorum

A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a quorum of the Directors is present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 7: Proxy

No voting by proxy is allowed.

Section 8: Code of Conduct

- a) The Board adheres to all Oklahoma laws regarding board membership, employment and conflict of interest:
 - i) No person shall be eligible to be a candidate for or serve on a board of education if the person is currently employed by the school district governed by that board of education or is related within the second degree by affinity or consanguinity to any other member of the board of education or to any employee of the school district governed by the board of education. The purpose of this section is both to prohibit persons who are related within the second degree by affinity or consanguinity from serving simultaneously on the same board of education of any school district of this state and to prohibit persons who are related within the second degree of consanguinity or affinity to an employee of a school district from serving on the board of education governing the school district while such relative is employed.
 - ii) Except as otherwise provided in this section, no person may be employed or put under contract by a school district if that person is related to a member of the board of education of that school district within the second degree of consanguinity or affinity. A teacher or employee already under contract to or otherwise employed by the school district at the time the relationship is established may continue in said employment. Except as otherwise provided, a board member already serving at the time the relationship is established may serve out the term for which the member was elected but shall not be eligible to be a candidate for or serve successive terms of office for which the member may be elected.
 - iii) Any member of a board of education who is related to a teacher or other employee of the district within the second degree of consanguinity or affinity shall not attend or participate in any regular or executive session of the board held to consider any personnel matter or litigation relating to said teacher or employee. The member may vote on collective bargaining agreements or the renewal of contracts as a group if the vote is necessary to form a quorum of the board of education members. If more than one member of the board of education is related to a teacher or employee, only the minimum number of those members which is necessary to form a quorum shall be allowed to vote. Each board of education so affected shall adopt a written policy establishing procedures on

- when such a member may vote on the renewal of contracts or collective bargaining agreements.
- iv) Any school board member who, before serving or while serving on the board of education, initiated litigation against the school district, school board of education, or an individual board member of the board of education on which he/she serves, or who is a governing member of a group, organization, or entity that has authorized and initiated litigation against that school district, school board of education, or an individual board member of the board of education on which he/she serves, may be excluded upon a majority vote of the board members from any executive session where the litigation is discussed or from any other form of participation in the board's defense of the litigation, including any vote on issues related to that legal action.
- v) The prohibitions set forth in this section shall not apply if the person related to the board member within the second degree of affinity or consanguinity is employed as a substitute teacher.

Article V: General Provisions

Section 1: Fiscal Year

The fiscal year of the organization shall be from July 1 through June 30 of the following year.

Section 2: Operating Funds

Operating funds shall be maintained in a general fund, and an accounting of such funds shall be presented at all meetings.

Section 3: Fiscal Responsibility

All directors having fiscal responsibility shall be bonded.

Section 4: Annual Statement

The directors shall present at each annual meeting, or when called by vote of the members at any meeting, a full and clear statement of the condition of the organization.

Section 5: Exemption

This nonprofit organization will qualify as a tax- exempt organization under the provisions of Section 501(c)(3) of the Internal Revenue code and its Regulations as they now exist.

Article VI: Committees

Section 1: Standing Commitees

- a) The standing committees of the board and their purpose are:
 - i) Staffing

- 1) This committee will work with the school principal on all matters related to the sourcing, hiring and development of staff and school policy relating to staffing. The committee will assist the principal, as needed, with the interviewing and review of prospective school staff, shall develop the school's compensation policies and manage the employee improvement and grievance filing process as such matters arise.
- ii) Community Partnerships
 - This committee works primarily outside of the school on the development and maintenance of partnerships within the OKC community, with special attention paid towards parents and organizations that work with families in OKC.
- iii) Sustainability
 - Chaired by the President. This committee works on the fundraising and planning aspects of the school - developing potential funders, working with the Principal to author and submit grants, developing a sustainable long-term facilities plan and assisting the school's staff and students with the planning and execution of fundraising activities.
- b) Unless otherwise noted, Committee Chairs are determined by the board.
- c) Committee meetings occur as regularly as the committee chair allows.
- d) Committee chairs can be vacated by resignation from the board or specific committee or by a majority vote of the Board of Directors

Article VII: Amendments

Section 1: Amendments to Bylaws

a) These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a majority of the Directors, provided that such alterations, amendments, or proposed substitute Bylaws have been read or distributed to all Directors present at the previous regular meeting or such action may be made at a special meeting held at least ten days after the regular meeting at which the reading or distribution was made.

Section 2 Amendments to the Articles of Incorporation

a) The Directors may adopt a resolution setting forth any proposed amendment of the Articles of Incorporation, which, if approved by two-thirds of the Directors at the next Board meeting shall become effective immediately. We, the undersigned, are all of the initial directors or incorporators of this corporation, and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of the ## preceding pages, as the Bylaws of this corporation.

ADOPTED AND APPROVED by the Board of Directors on this _	day of	, 20
Phil Gover, President – Sovereign Community School of OKC		

ATTEST: Sarah Adams-Cornell, Vice President – Sovereign Community School of OKC

APPENDIX G: GOVERNING BOARD RESUMES

4	Phillip Martin Gover 1912 Larissa Lane. · Oklahoma City, OK · 405-639-9416 · Phil.Gover@TEI	ONA.org
EDUCATION 2012-2014	DARDEN GRADUATE SCHOOL OF BUSINESS UNIVERSITY OF VIRGINIA Master of Business Administration, May 2014, GPA: 3.47 • Strategy consulting concentration, experience with See systems modeli Thinking innovation processes, minor concentration in operations and stransformation. • Consortium Fellow – Awarded a full tuition scholarship to attend Darde	upply chain/logistics
2001-2005	Consortium for Graduate Study in Management program Member of Student Admissions Committee (Recruitment Chair), Net In Policy Club, Education Club, Graduate Student Advisor to American In UNIVERSITY OF VIRGINIA Bachelor of Arts in Political and Social Thought, May 2005, GPA: 3.45 Graduated with Honors from a Distinguished Majors Program President and Co-Founder, American Indian Student Union	• /
EXPERIENCE 2016-Present	SOVEREIGN SCHOOLS PROJECT Founder & Director	Oklahoma City, OK
	 Raised \$250,00 in start-up funds and founded an organization devoted to Native community charter schools in Oklahoma. Built buy-in for Native charter school vision amongst several Oklahoma scope and sequence of training modules on charter authorization, and de Will activate the first tribally controlled charter authorization office this Helped raise start-up funds for an Oklahoma expansion of the NACA in and recruited an applicant pool for the fellowship. Actively support the in communities across the state in the design and founding of the 'first v community charters in Oklahoma. Designing a medium-term vision for the growth of quality Native communitate, in partnership with community organizations, tribal governments at the community organizations. 	tribes, designing the clivering the trainings. winter. uspired Schools Network work of the two fellows wave' of Native
2014-2016	TEACH FOR AMERICA - OKLAHOMA Managing Director, Chief of Staff	Oklahoma City, OK

· Co-author and primary architect of the Oklahoma region's five-year strategic plan, conducted quantitative and qualitative research across stakeholder groups, and extensive analysis

- Managed region's most key relationships across the state including the State Department of Education, major foundational donors, AmeriCorps, & built relationships with tribal non-profits
- Led the region through the annual fiscal planning cycle, working with managers to create budgets for their respective teams and matching annual revenues to forecasted expenses
- Lead project manager of the region's largest and most complex projects from our involvement in TFA's 25th Anniversary Summit to AmeriCorps grant due diligence to building grassroots momentum for tribally authorized charter schools in Oklahoma
- Co-designed and facilitated diversity, equity and inclusion training sessions for corps members and staff to build up each group's affinity toward and personal identification with Teach For America's social justice mission

Summer 2013

TEACH FOR AMERICA - EDUCATION PIONEERS GRADUATE FELLOWSHIP

Graduate Fellow - Strategy & Innovation Team: Teacher Preparation, Support & Development

- Selected as Education Pioneers Graduate Fellow, hired by Teach for America to work for its Strategy & Innovation Team
- Responsible for deep dive study of a critical teacher professional development platform and made recommendations to improve platform efficacy for upcoming school year

2007-2012

DARTMOUTH COLLEGE OFFICE OF UNDERGRADUATE ADMISSIONS

Hanover, NH

Associate Director of Admissions and Outreach Manager

- · Led 10-person Outreach team developing marketing and communications strategy for prospective and admitted students of color, first-generation college and LGBT students.
- Developed and established relationships with community-based organizations and non-profits. driving first-generation and low-income student applications to record levels

Coordinator of Native American Recruitment (2007-2012)

· Project manager in charge of Dartmouth's national Native American, Alaskan Native and Native Hawaiian recruitment with direct responsibility for application and matriculation growth

OTHER PROFESSIONAL

May 2017 Bacone College Board of Trustees

Member

 Recently elected to a <u>three year</u> term on the Board of Trustees of Bacone College, a Baptist church affiliated private four-year college in Muskogee, OK that historically served and continues to serve a large (nearly 40%) Native student population on their campus

2014-Present

Teach for America Native Alliance Initiative Native Advisory Council

 Appointed by Teach for America's Public Partnerships team to serve on a National advisory board to develop relationships with Native teaching prospects and advocate for legislative policy on Capitol Hill

2007-2012

policy on Capitol Hill
Association of Black Admissions and Financial Aid Officers at Ivy League and Sister Schools
Executive Board Member, (2009-2012)

 Elected and Re-elected to 5-member Executive Board by colleagues from Dartmouth peer institutions and spearheaded overhaul of organization's Constitution and By-laws to reflect current practices and hold Executive Board more accountable to membership.

Sarah Adams-Cornell

Project Manager & Community Organizer

2833 NW 43rd Street Oklahoma City, OK 73112 405.820.2928 sarahadamscornell@cox.net

EMPLOYMENT

RedLand Sheet Metal, Oklahoma City - Office and Marketing Manager

2014 - PRESENT

- Manage sheet metal fabrication projects through consultation, design, fabrication, installation, quality control and billing.
- Create and implement publicity, social media and advertisement design and application.
- Identify and strategize potential partnerships and job opportunities.
- Complete tasks for new hire, payroll, insurance and internal record keeping.

Westminster Presbyterian Church, Oklahoma City - Director of Communications

2008 - 2014

- Wrote, designed, edited and managed content for all internal and external print and digital media using Adobe Creative Suite; InDesign, Photoshop and Illustrator.
- · Created and managed content including photography for social media platforms.
- Designed theme, set/met deadlines, organized and managed a team for annual fundraising campaign.
- Researched, managed and negotiated contracts for statewide television program.
- Successfully managed \$300,000 annual budget.

Tetra Tech, Inc., Oklahoma City, OK - Project Assistant

2006 - 2008

- · Assisting project managers with contract obligations and paperwork.
- Effectively communicate test results, percent completion, daily logs and deadlines with and between client and subcontractors.
- Mastery of complex data platform, office machinery and software including Oracle.

EDUCATION

University of Oklahoma, Norman, Ok

1999 - 2000

- Journalism Major and Native American Studies Minor
- Member of Phi Mu Sorority, Pledge Class VP and received All Around Outstanding Pledge award.

Cottey College, Nevada, MO

1997 - 1999

- Studied core coursework with emphasis on journalism.
- Wrote a bi-monthly page on Cottey College events as a contributing writer for a local newspaper, Vernon County Record.
- Worked as a Weekend DJ for KNEM/KNMO, a local radio station in Nevada, MO.
- Worked for Cottey College Public Relations as their Student Assistant. Worked directly
 with PR Director on various projects including press releases, alumna relations,
 photography, radio spots, and prospective student campaigns.

COMMUNITY ORGANIZING

Matriarch, Inc., Oklahoma City & Tulsa, Oklahoma - Co-Founder

2015 - Present

- Matriarch is a Native woman led organization to empower Native women and children by increasing and leaning on our collective knowledge to address issues impacting our people, embracing our ways and building a support system for Native women in Okla.
- · Creation of program, mission and curriculum with Kendra Wilson Clements.
- Managed scheduling, talent recruitment, conflict resolution, meal plan, fundraising, data collection, child care and obtained non-profit status.
- Successfully completed year one, expanding program to include a new chapter in Tulsa,
 Oklahoma and doubling participation in year two.

Live Indigenous OK., Oklahoma City, Oklahoma - Executive Director

2015 - Present

- Native led organization that focuses on external education and advocacy for the Native community with emphasis on state and city policy.
- Organized effort to pass a resolution through the City Council of Oklahoma City to recognize Indigenous Peoples Day on what is known as Columbus Day.
- Manage board and subcommittees to vet upcoming policy, execute social media campaigns, organize rallies, speaking engagements, community classes and media.

BOARD POSITIONS

- ACLU of OKlahoma Present
- World Experiences Foundation Present
- Not Your Mascot Present
- CommUNITY Alliance of Oklahoma Present
- Central Oklahoma Chapter of NOW, Adviser Present
- OK Choctaw Tribal Alliance, Board Chairman Past
- Idle No More Central Oklahoma Past
- OKCPS Native American Student Services, Vice Chair Past

Professional Overview

Jacob Tsotigh, Jr. is an Indian Education Technical Assistance Coordinator for the South Central Comprehensive Center (SC3) at the University of Oklahoma. He promotes systems change through comprehensive collaboration in support of American Indian students through Indian Education Departments in the state education agencies (SEAs) in Louisiana, New Mexico, and Oklahoma, focusing on the federal priority of Indian education funded under the auspices of the



National Advisory Council for Indian Education under the Office of Indian Education at ED. Tsotigh has served as a Technical Assistance Coordinator for over 15 years in previous iterations of Comprehensive Centers funded by ED including Region VII Comprehensive Center and the Mid-Continent Comprehensive Center. Prior to entering the ED funded technical assistance network, he served as Director of Inter-Tribal Associates, Inc., a non-profit educational reform organization primarily focused on Indian education initiatives including Title VII, Johnson-O'Malley, and Impact Aid funded through the federal government. Tsotigh assisted LEAs in the program development and implementation through facilitation of grant application workshops, provided professional learning opportunities for districts and schools, and promoted parental involvement professional learning for the mandated Parent Advisory Committees of each program.

Tsotigh graduated from the University of Oklahoma as a National Merit Scholar and member of the President's Leadership Class of 1972. Tsotigh began his career as Indian Education Director for Anadarko Public Schools, a school district serving a majority American Indian student population, administering both Title IV and Johnson-O'Malley with a staff of 14 Indian education professional and para-professionals and a combined budget of over \$250,000. He has completed a master's degree in gifted education at Oklahoma City University and completed coursework for a master's degree in school administration and educational leadership at the University of Oklahoma.

Research/Topical Expertise

Indian Education: Although he didn't become acquainted with Indian education programs until he had finished his college degree, Tsotigh quickly became a strong proponent of the vision and purposes of Indian education in support of academic achievement of American Indian students. Though he excelled academically throughout his public education experience, he witnessed the marginalization and challenges of his American Indian contemporaries in classroom experiences during the course of his elementary and secondary educational journey. When he was recruited by the husband of his high school speech teacher to assist in the development of a filmstrip series on American Indians in the world of work, he began his journey into the field of Indian education. Following the end of this Title V Indian Education Pilot and Demonstration Discretionary Grant, he served as a Talent Search Coordinator for Oklahomans for Indian Opportunity serving the northwest quadrant of Oklahoma which encompassed the Cheyenne-Arapaho Tribes' jurisdictional area. Here he witnessed the impact of institutional and generational racism on young American Indian students and committed himself to serve his people and their communities to enhance the academic performance of these students. Tsotigh

has served as a leader in the field of Indian education since his introduction into this program area and was elected to serve as President of the Oklahoma Council for Indian Education in the late 90s.

Parent Involvement: The field of Indian education in the public school setting has a unique component required by federal rules and regulations since Indian Education was authorized in the mid 70s which addresses access to policy and decision-making role of American Indian parents in the process of public education of their children. According to Dr. Roger Comer, parental involvement is essential to the positive academic experience of any child in the public school setting. This is a critical component for American Indian parents who have historically been kept out of the classroom door due to mistrust or discriminatory practice. Tsotigh worked tirelessly to recruit, train and involve parent leaders in the district he served because he understood the research and relied on his own experience of parents who were reluctant to be involved with his educational journey due to feelings of inadequacy. He sought to empower American Indian parents by elevating their role within the district to improve the relationship between school leadership and the American Indian community.

Equity: The educational systems serving American Indian students often avoid systemic issues which could effectively promote student engagement and improve academic achievement of this student population because of a lack of political will, misunderstanding the need for recruitment and retention of American Indian teachers in today's classrooms, and unwillingness to adapt to innovative and creative approaches to equitable opportunity. Tsotigh works diligently to bridge the gaps that impede educational progress for Native communities and Native students through his commitment to systemic change both at the SEA level and LEA level to improve student performance of American Indian students. Promoting the research of Dr. Paul Gorski, he strives to expose American Indian teachers and parents to the critical elements of equitable education for American Indian students.

Culturally Responsive Pedagogy: Improved academic performance by American Indian students is greatly enhanced when there is a highly qualified, culturally responsive classroom teacher who reaches out to engage these students to validate their historical and cultural presence within the public school setting. Developing culturally appropriate curriculum which is integrated throughout the school year is one of Tsotigh's priorities for Indian education which would be transformative in reaching school improvement goals to improve academic performance of American Indian students. Tsotigh has conducted extensive professional learning opportunities for districts and schools across Oklahoma during his service for Indian education in working to improve the understanding of classroom teachers of how to teach American Indian students and engage parental involvement as a critical component of developing culturally responsive pedagogy.

Education

Completed coursework for M.Ed. in Leadership and School Administration 2005 University of Oklahoma, Norman, Oklahoma 73019

Offiversity of Oktationia, Norman, Oktationia 73019

M.Ed. Gifted and Talented Education 1993

Oklahoma City University, Oklahoma City, Oklahoma 73015

B.A. History

College of Arts & Sciences

University of Oklahoma, Norman, Oklahoma 73019

Work History

South Central Comprehensive Center at the University of Oklahoma

(Norman) 2012-Present

Indian Education Technical Assistance Coordinator

Mid-Continent Comprehensive Center at the University of

Oklahoma(Norman) 2005-2012

Technical Assistance Coordinator Kansas State Department of Education

Region VII Comprehensive Center at the University of Oklahoma

(Norman) 1997-2005 Field Coordinator

Oklahoma State Department of Education

Inter-Tribal Associates, Inc. 1995-1997

Executive Director

American Indian Research & Development, Inc. 1993-1995

Region V Indian Education Technical Assistance Center Education Specialist

Anadarko Public Schools 1982-1993

Director

Title V Indian Education Formula Grant Program Johnson-O'Malley Indian Education Program

Oklahomans for Indian Opportunity

1983-1983 Talent Search Coordinator

Inter-Tribal Associates, Inc.

1980-1993 Education Specialist

Examples of Work Performed

Federal Programs Oversight: As Indian Education Director for Anadarko Public Schools, Tsotigh had responsibility for implementation of Title V Indian Education Formula Grant Program and Bureau of Indian Affairs Johnson-O'Malley Indian Education Program. Tsotigh supervised a staff of fourteen Indian Education Counselors, Teacher Aides, Attendance Coordinator, and Administrative staff members. He provided financial oversight of a budget of \$250,000 and implementation of program goals and objectives for the district while empowering the Parent Advisory Committee to provide input and guidance to school leadership.

Grant Application Reviewer: Tsotigh assisted the U.S. Department of Education's Office of Indian Education in review of Indian Education Pilot and Demonstration Project Grant Applications for several years in Washington, D.C. He assisted in review and facilitation of grant application scoring with colleagues from across the country to select final applicants for these grant programs.

Professional Learning Facilitation and Design: At the Indian Education Technical Assistance Center and the Comprehensive Centers, Tsotigh has provided dozens of professional learning opportunities for districts and schools including Formula Grant Application Workshops, Parent Involvement training, and culturally responsive pedagogy. He has also worked with the Bureau of Indian Education in providing professional learning experiences for federal boarding school staff members as well as collaboration with BIE leadership in the process of tribal consultation on recommended reorganization of the program. Tsotigh has assisted the Office of Indian Education and the White House Initiative on American Indian and Alaska Native in implementing mandated tribal consultations as well as WHIAIANE Listening Sessions conducted to issue recommendations on improving school climate and learner outcomes for American Indian students.

KYLA MOLINA

1619 S Everest Ave. • Oklahoma City, OK 73129 • 580.279.3745 • kyla.molina.r@gmail.com

EDUCATION

University of Oklahoma, Oklahoma, Masters in Human Relations

8/14-8/17

LPC Track; Honor Roll; GPA: 4.0

University of Oklahoma, Norman, OK

8/12 - 5/14

B.A. of Arts in Psychology; GPA: 3.28

Honor Roll;

East Central University, Ada, OK

8/10-5/12

East Central Pom; Psychology Club; Honor Roll; Recipient of Women of the South Scholarship; National Forensic League Member; School-To-Work Scholarship.

PROFESSIONAL EXPERIENCE

The Chickasaw Nation

7/17- Present

Program Therapist

- Provide therapy to the Native community
- Create treatment plans and goals
- Advocate for the Native community
- Outreach
- Teach culture activities

Behavioral Health Rehabilitation Specialist

7/16- 7/17

R.E.A.L. Counseling, Midwest City, OK

- Provide Rehab to qualifying clients
- Communicate effectively with counselors
- Head of recruitment and retention
- Marketing and outreach

Teach for America, Fillmore Elementary Sixth Grade Math, Science, and Reading Teacher 8/14-5/16

- Currently Creating curriculum tailored to individual learning needs.
- Teaching Culturally relevant text
- Attending professional development

• Americore Member

Chickasaw Nation School-to-Work Student

2012-2014

Chokka' Kilimpi' Family Resource Center Norman, Oklahoma

- Served the Native American community
- Assist with Chickasaw cultural camps
- Take initial intakes
- Establish tests for research
- Data review
- Taught cultural classes

VOLUNTEER EXPERIENCES

Big Brothers/Big Sisters of Oklahoma Native

12/12- Present

Native American Initiative

Life Church Youth Leader

• South OKC Campus 08/16- Present

PUBLICATIONS

Daily Oklahoma

• http://newsok.com/article/5415488

Kate Sultuska

PO Box 19440 • Oklahoma City, OK 73144 • sultuska@gmail.com • (405) 760-9420

Education

UNIVERSITY OF OKLAHOMA, Norman, OK

B.A. in Native American Studies, GPA: 3.57 (August 2011 – May 2014)

- Activities: American Indian Student Association (2011 2014)
- Honors: AT&T Native American Scholarship Recipient (2013 2014)

DARTMOUTH COLLEGE, Hanover, NH

Transferred to the University of Oklahoma, GPA: 3.2 (September 2009 – June 2011)

• Activities: Native Americans at Dartmouth, Native Dancing Society, Occom Pond Singers (2009 – 2011)

Professional Experience

OKLAHOMA CITY PUBLIC SCHOOLS

Elementary Teacher, 1st Grade and Kindergarten

Oklahoma City, OK July 2015- Present

- Advocated need for resources, sought out and collected community and corporate donations for classroom supplies
 through DonorsChoose.org and social media. Our community is 100% free lunch eligible, 84% Hispanic, with a high
 level of English Language Learners; I worked closely with these families to ensure the community felt included in the
 education of their children.
- Planned, prepared, and implemented lesson plans that incorporated a variety of instructional strategies and
 differentiated teaching methods based on the diverse and individual needs of all students; taught academic skills,
 fostered intellectual habits, cultivated positive character traits and community engagement while valuing and drawing
 upon students' experiences and backgrounds.
- Developed and administered a variety of assessments to measure students' growth towards goals and monitor mastery of the content standards; analyzed informal and formal assessment results to drive and inform instruction.
- Created a school-wide event at which I and a team of qualified guests taught each grade level an interactive lesson about the diversity among Oklahoma Native American cultures; designed and taught an annual course for Teach for America in which I shared strategies for educating Native American students in a culturally competent manner.

NORMAN PUBLIC SCHOOLS: INDIAN EDUCATION

Norman, OK

Indian Education High School Tutor and College Career Advisor

November 2013 - May 2015

- Tutored Native American high school students in standard and AP courses.
- Managed major programs and events such as College and Career Night, ACT Prep Classes, the Norman Indian Education Annual Powwow, Senior Recognition Banquets, and the Oklahoma Indian Student Honor Society Banquet.
- Aided students and families in applying for scholarships, financial aid and college admission.
- Fundraised alongside student and parent volunteers through Indian taco sales, local Native fine art calendar sales, student art sales, and powwow program advertisement sales; funds covered costs of Native American Club t-shirts, club activities and trips as well as the annual powwow.
- Conducted after-school cultural activities with Native students including beadwork lessons and powwow dance
 practices; created space where students from different tribal nations were able to share unique cultural traditions with
 their peers. After school volunteering to conduct cultural activities with Native students; I taught students how to bead
 and taught them about different styles of Native dance; this space also allowed for students to teach about their own
 style of dance.

UNIVERSITY OF OKLAHOMA STUDENT LIFE

Norman, OK

American Indian Student Life Intern

May 2013 – December 2013

- Developed and recruited students for a summer program designed to acclimate Native American high school students from rural areas to a collegiate environment and engage them in college application workshops.
- Oversaw scholarship program determining applicant eligibility, conducting meetings and study hours for recipients and coordinating opportunities for students to complete volunteer hours within the Native community.
- Organized and managed special events and parties by hiring caterers, photographers, inviting all necessary guests, and coordinating student and community volunteers.

Memberships

TEACH FOR AMERICA ALUMNA (Corps Member 2015 – 2017)
SOVEREIGN COMMUNITY SCHOOL DESIGN COMMITTEE (Committee Member 2017 – Present)

JAIMIE GUA

www.linkedin.com/in/jaimiegua

815 Carey Drive • Norman, Oklahoma 73069 • (360) 584-2900 • jaimiegua@gmail.com

EDUCATION

Oglala Lakota CollegeKyle, SD

Pursuing Master of Education Degree August 2012 -- Current

GPA: 4.0
University of Oklahoma Norman, OK

Master of Arts: Native American Studies

<u>GPA:</u> 3.7

<u>Thesis:</u> Gender and Sexuality: Shifts Throughout History and its Effects on

Contemporary Native Women

<u>Awards:</u> Leadership Award for Involvement in American Indian Student Association

at the University of Oklahoma

The Evergreen State CollegeBachelor of Arts: English with an Emphasis on Contemporary Native American Art

GPA: 3.8

<u>Thesis:</u> Faulkner's Indians: The Portrayal of Native Americans in William

Faulkner's Writing

<u>Awards:</u> Cecilia Somday Award; Native American Leadership Award

Olympia, WA

WORK EXPERIENCE

Teach for America Oklahoma City, OK

Manager, Teacher Leadership Development

August 2016 - February 2017

- Managed 26 first-and-second-year teachers in 6th-12th grade in all subject areas to dramatically transform student achievement for the community in south Oklahoma City.
- Created and facilitated workshops and sessions for adult learners regarding diversity, equity, and inclusiveness.
- Coached a second-year corps member to be one of fifty-three Regional Finalist in the Sue Lehmann Teaching Fellowship from over one thousand applicants.
- Rallied corps members to be vision driven and set transformative goals with their students by building strong relationships with students, families, and their community.
- Supported a teacher in the creation of a student-led afterschool Spanish club with average attendance rates ranging from 12-15 students and 3-5 staff/community members.
- Established close relationships with various school and community leaders and partnered together towards educational equity.

Crazy Horse School

Wanblee, Pine Ridge Indian Reservation, SD August 2015 – May 2016

Talented and Gifted Director/Instructional Coach

- Provided training and coaching for all school staff centered on classroom management using Restorative Justice Practices that resulted in a 38% decrease in disciplinary issues and a 84% overall student-teacher satisfaction rating.
- Provided training and coaching for classroom teachers centered on differentiated instruction for higher-level learners and saw an average of 1.5-year increase on MAP test scores.
- Created and conducted workshops for students, parents, and community members to address college readiness.
- Established a university-school partnership for gifted education with Oglala Lakota College and support 9 high school students taking college level classes.
- Developed a new checklist for identifying and placing Native American students into talented and gifted programs that is now being used by other high schools across the state.
- Introduced enrichment activities such as artist mentors, trips to museums, and Indigenous Ways Science program, summer science camps for girls, and summer art camps.

Crazy Horse School

Wanblee, Pine Ridge Indian Reservation, SD

High School English Language Arts Facilitator

August 2012 – August 2015

- Created and implemented a Restorative Practices led-classroom resulting in a drop in writeups/referrals by 88%.
- Utilized Teaching as Leadership, culturally responsive pedagogy and Critical Race theory to ensure a relevant and meaningful education.
- Engaged in student-led discussions and seminars during 70% of class time.
- Mentored 3-6 first-year teachers on classroom management, planning, identity development, and community involvement.
- Responsible for curriculum adaptation to ensure 80% mastery on grade level material, challenged by 94% of students scoring significantly below grade level.
- Had an average of 2.82 years reading growth on MAP standardized assessment during the 2014-2015 academic year.
- Led Professional Learning Community meetings to align instructional practices, methods, and strategies.

- Facilitated A Design for Change project with high school students, resulting in their project being chosen as the 2013 United States national representatives to the Be the Change World Conference in Ahmedabad, India.
- Organized the engagement of twenty-five students in a leadership development camp with Inclusive Communities of Omaha over the course of four years.
- Assisted in sending four student council members to the South Dakota Student Government State Convention resulting in one new regional representative as Student Council Mentor.

Teaching as Leadership Fellow

Phoenix, AZ

First Grade Teacher Coach

June 2014 - July 2014

- Selected from over one hundred applicants as a cohort of twenty leaders in a fellowship designed to provide rigorous professional development in pedagogy, culturally responsive teaching, and values-based leadership.
- Coached teachers in identity development and diversity, equity, and inclusiveness.
- Supported the development of a first year first grade teacher to accomplish our goal of 95% proficiency in reading and exceeded that goal to reach 98% proficiency in math.
- Coached our classroom in methods of seminar, the end result being a student discussion centered on the essential question: What is a world citizen?
- Effectively researched and coached a new teacher on methods of lower elementary reading.

Teach for America - Secondary English Teacher

Phoenix, AZ

Corps Member

June 2014 – July 2012

- Selected from over 48,000 applicants nationwide to join national teacher corps of recent college graduates who commit two years to teach in under-resourced public schools.
- Participated in intensive training program to develop the skills and knowledge needed to achieve significant gains in student achievement.
- Engage in a full schedule of professional development activities, including seminars, discussion groups, workshops, individual and group reflections, readings, and 'learning teams' specific to my teaching license area.

University of Oklahoma

Norman, OK

Graduate Teaching & Research Assistant

August 2010 - May 2012

- Taught a total of two undergraduate courses including Introduction to Native American Studies and Gender and Sexuality in Native America.
- Developed and facilitated an Introduction to Native American Studies online course.
- Recruited three students to participate in the Native American Studies program after teaching an Introduction to Native American Studies course.

ADDITIONAL INFORMATION

Teach for America

Collective's National Advisory Board Member

- Selected to be 1 of 20 members out of 150 applicants charged with the responsibility of consulting with Teach For America on all aspects regarding the organization.
- Planned and hosted the first ever National Collective Action Day; focusing on college awareness and access.
- Supported events at the 25th National Summit including the largest gathering of alums of color in the organization's history.
- Supported Regional Collectives in a variety of initiatives and provide professional development.
- Partnered with strong leaders of color around the country.

- At times advised and partnered with leaders on staff including the CEO of Teach for America.
- Seven more Regional Collectives were started during board tenure.

Teach for America

Session Facilitator

- Created and facilitated four professional development sessions on classroom management using Restorative Justice practices with overall corps member satisfaction reaching 91%.
- Created and facilitated two sessions about diversity, equity, and inclusiveness.
- Created and facilitated three sessions about English language learners and classroom instruction.

Sue Lehmann Excellence in Teaching Award Semi-Finalist

• Selected as 1 of 18 semi-finalists for the Sue Lehmann award from approximately 1,000 applicants from 50 Teach for America regions.

Teach for America

Native Alliance Initiative Council Member

• 1 of 12 council members that serve to support the pillars of the Native Alliance Initiative.

Crazy Horse School

Parent Involvement Committee Chairperson

- Saw an increase from 32% parent involvement to 81% during the 2015-2016 school year.
- Planned and executed K-12 literacy activates and math activities for families.
- Organized and facilitated meetings for eight staff members on the parent involvement committee.

APPENDIX H: SCHOOL FINANCIAL PLAN

Year Zero Cash Flow and Budget

REVENUES	July '18	August '18	September '18	October '18	November '18	December '18	January '19	February '19	March '19	April '19	May '19	June '19
State Aid Payment Schedule Percentage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	s -	\$ -			\$
State Aid Funding	\$ -	\$ -	¢ -	\$ -	\$ -	\$ -	\$ -	*	\$ -		•	\$
Flexible Benefit Allowance	\$ -	\$ -			\$ -			*				\$
Back Pay for State Aid Underpayment	\$ -	7			\$ -							\$
Federal Revenues	\$ -	\$ -		\$ -	\$ -	\$ -			\$ -			\$
Walton Family Foundation Grant OR Rollover (from FY '18-	\$ 350,000.00	\$ -			\$ -	\$ -						\$
LESS SPONSOR FEE OF 3%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
MONTHLY REVENUE TOTAL	\$ 350,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	. 2	\$
		*	•	*	*	•	•	•	•	*	•	•
Payroll and Benefits	July '18	August '18	September '18		November '18	December '18	January '19	February '19	March '19	April '19	May '19	June '19
Principal	\$ 6,825.00	\$ 6,825.00	\$ 6,825.00		\$ 6,825.00	\$ 6,825.00	\$ 6,825.00		* -,	* -,		\$ 6,825
Indigenous Literature Teacher	\$ -		•		\$ -		\$ -		•			\$
Indigenous Histories Teacher	\$ -	\$ -	•	•	\$ -	\$ -	\$ -		\$ -	•		\$
Indigenous Mathematics Teacher	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -					\$
Indigenous Sciences Teacher	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			\$
Indigenous Languages Teacher Indigenous Wellness Teacher	\$ -	\$ -	*	•	\$ -	\$ -	*	•	•	•	*	\$
Indigenous Cultures Teacher	\$ -	\$ -	*	•	\$ -	\$ -	•	•	\$ -	\$ -		\$
Special Education Teacher	\$ -	\$ -	*	•	\$ -		*	•		*		\$
Director of Student Support	\$ -	\$ -	\$ -	\$ -	¢ .	¢ -		\$ -	÷ .	•	•	\$
Office Manager	\$ -		\$ -	\$ -	\$ -	\$ -		•	\$ 2,940.00	•		\$ 2,940
Bus Driver	\$ -	*	*	*	\$ -	*						\$
SCHOOL PAYROLL AND BENEFITS EXPENSE SUMMARY		•	•				\$ 9,765.00	•			\$ 9,765.00	
TOTAL SCHOOL PAYROLL FOR YEAR	\$ 6,823.00		- 5,025.00	\$ 5,025.00	\$ 5,025.00	- 5,025.00	- 5,765.00	- 0,100.00	÷ 5,765.66	\$ 5,765.66	\$ 5,765.00	+ 3,700
TOTAL SCHOOL PATROLL FOR TEAR	Þ	99,540.00				i						
Non-Payroll Expenses	July '18	August '18	September '18	October '18	November '18	December '18	January '19	February '19	March '19	April '19	May '19	June '1
Building Lease	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,348.25	\$ 9,348
Student Transportation: Bus Lease & Operating Expenses		\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$
Utilities	\$ -	\$ -	\$ -	•	\$ -	\$ -	\$ -	\$ -	\$ -	•		\$ 1,000
Janitorial Services	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 250
Waste Management Services	\$	\$ -	\$ -	*	\$ -	\$ -	\$ -	\$ -	\$ -	*		\$ 100
Groundskeeping	\$ -	\$ -	\$ -	*	\$ -	\$ -	\$ -	\$ -	\$ -			\$ 150
Security Services	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -			\$ 600
Internet/Telephone/Data Services	\$ -	2 -	\$ - \$ -	*	\$ - \$ -	\$ -	\$ -	\$ -	\$ -		\$ 150.00 \$ -	\$ 150
Renovation or New Building Expense	\$	3 -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	*		\$
Contract Maintenance and Repairs Furniture	s -	4	¢ -	4 .	\$ -	4	\$ -	\$ -	\$ -	\$ -		\$
PE/Play/Sports Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 20,000.00	\$ 1,500
Copiers and Printers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 300.00	\$ 300
School Property & Casualty Insurance	š -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 600
Board Liability Insurance	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
Surety Bond	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
IT Software/Student Information System		\$ -	\$ -	\$ -	\$ -	\$ - !	\$ -	\$ -	\$ -	\$ -		\$ 500
Student Recruitment & Marketing	\$	\$ -	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00		\$ 300.00	
Organizational and Membership Dues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	*	*	\$ 1,000
Legal Services	\$ -	\$ 2,500.00	\$ -		\$ - \$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$ 1,750
Treasury Services & Accounting	\$ -	\$ -	\$ -	*	\$ - \$ -	\$ -	\$ -	* -	* -	\$ - \$ -	\$ 1,750.00 \$ -	\$ 1,751
Financial Software	\$ -	4 -	\$ -		\$ -	4	\$ -	\$ -	\$ -		\$ -	4
Audit Expenses Bank Charges	\$ 100.00	\$ 100.00	•	•	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00			\$ 100
Office Supplies and Postage	\$ 100.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 1,625
Conference/Seminar Registration	š -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 2,000
Graduation/End of Year Awards	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$
Indigenous Cultural Field Experiences	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
After School Cultural Activities & Programming	\$ -	\$ -	\$ -	•	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	\$
Child Nutrition Program	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500.00	\$
Health Services/Screening	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
Technology/Computers/IPads/Chromebooks	\$ -	3 -	3 -	ş -	\$ -	\$ 26,000.00 \$ 10,000.00	\$ -	3 -	\$ -	\$ -	\$ -	\$
		a -	\$ -	*	\$ -	\$ 10,000.00 \$ 20,000.00	\$ -	\$ -	.	\$ -	\$ -	\$
Admin/Teaching Supplies/Manipulatives	\$ -	è	4				•	φ -	φ -			•
Textbooks/Curriculum	\$ -	\$ -	\$ -	•	¢ .	14 000 00 1	¢ -	¢ -	¢ -			
Textbooks/Curriculum Staff Development	\$ -	\$ - \$ -	*	\$ -	\$ -	\$ 14,000.00 \$ -	\$ -	\$ - \$ -	\$ -	Ψ	\$ -	\$
Textbooks/Curriculum Staff Development Substitute Teaching	\$ -	\$ - \$ - \$ -	\$ -	\$ -	•			Ψ	Ψ			\$
Textbooks/Curriculum Staff Development Substitute Teaching Special Education Services	\$ -	\$ - \$ - \$ - \$ -	\$ - \$ - \$ -	\$ - \$ - \$ -	\$ -	\$ - \$ -	\$ -	Ψ	Ψ	\$ - \$ -	\$ - \$ -	\$ \$
Textbooks/Curriculum Staff Development Substitute Teaching	\$ - \$ - \$ -	\$ -	\$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ -	\$ - \$ -	\$ - \$ -	\$ - \$ -	\$ - \$ - \$ -	\$ - \$ - \$ -	\$ - \$ - \$ -	\$ - \$ - \$ -	\$
Textbooks/Curriculum Staff Development Substitute Teaching Special Education Services Testing Supplies	\$ - \$ - \$ - \$ - \$ -	\$ - \$ -	\$ - \$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ - \$ -	\$ - \$ - \$ -	\$ - \$ - \$ -	\$ - \$ - \$ -	\$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ -	\$ - \$ - \$ -	\$ \$
Textbooks/Curriculum Staff Development Substitute Teaching Special Education Services Testing Supplies Bit-Lingual/ ESL Services SCHOOL OPERATING EXPENSE SUMMARY	\$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ 2,600.00	\$ - \$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ - \$ -	\$ - \$ - \$ -	\$ - \$ - \$ -	\$ - \$ - \$ -	\$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ -	\$ \$
Textbooks/Curriculum Slaff Development Substitute Teaching Special Education Services Testing Supplies Bit-Lingual/ ESL Services SCHOOL OPERATING EXPENSE SUMMARY TOTAL OPERATING EXPENSE FISCAL YEAR	\$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ -	\$ - \$ - \$ 2,600.00	\$ - \$ - \$ - \$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 70,400.00	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 46,273.25	\$ \$ \$ \$ 21,27
Textbooks/Curriculum Slaff Development Substitute Teaching Special Education Services Testing Supplies Bi-Lingual/ ESL Services SCHOOL OPERATING EXPENSE SUMMARY TOTAL OPERATING EXPENSE FISCAL YEAR MONTHLY REVENUE TOTAL	\$ - \$ - \$ - \$ - \$ - \$ 100.00 \$	\$ - \$ - \$ 2,600.00 143,446.50	\$ - \$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 70,400.00	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 46,273.25	\$ \$ \$ \$ 21,27
Textbooks/Curriculum Slaff Development Substitute Teaching Special Education Services Testing Supplies Bi-Lingualf ESL Services SCHOOL OPERATING EXPENSE SUMMARY TOTAL OPERATING EXPENSE FISCAL YEAR MONTHLY REVENUE TOTAL MONTHLY EXPENSE TOTAL	\$ - \$ - \$ - \$ - \$ - \$ 100.00 \$ 350,000.00 \$ 6,925.00	\$ - \$ - \$ 2,600.00 143,446.50 \$ - \$ 9,425.00	\$ - \$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 400.00 \$ - \$ 7,225.00	\$ - \$ - \$ - \$ 70,400.00 \$ - \$ 77,225.00	\$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 400.00 \$ - \$ 10,165.00	\$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ 400.00 \$ - \$ 10,165.00	\$ - \$ - \$ - \$ 46,273.25 \$ - \$ 56,038.25	\$ \$ \$ 21,27
Textbooks/Curriculum Salf Development Substitute Teaching Special Education Services Testing Supplies Bit-lingual/ ESt. Services SCHOOL OPERATING EXPENSE SUMMARY TOTAL OPERATING EXPENSE FISCAL YEAR MONTHLY REVENUE TOTAL	\$ - \$ - \$ - \$ - \$ - \$ 100.00 \$ 350,000.00 \$ 6,925.00	\$ - \$ - \$ 2,600.00 143,446.50	\$ - \$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 70,400.00 \$ - \$ 77,225.00	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 400.00 \$ - \$ 10,165.00	\$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ - \$ 46,273.25	\$ \$ \$ \$ 21,27
Textbooks/Curriculum Slaff Development Substitute Teaching Special Education Services Testing Supplies Bi-Lingual Education SCHOOL OPERATING EXPENSE SUMMARY TOTAL OPERATING EXPENSE FISCAL YEAR MONTHLY REVENUE TOTAL MONTHLY EXPENSE TOTAL AVAILABLE CASH	\$ - \$ - \$ - \$ - \$ - \$ 100.00 \$ 350,000.00 \$ 6,925.00 \$ 343,075.00	\$ - \$ - \$ 2,600.00 ' 143,446.50 \$ - \$ 9,425.00 \$ 333,650.00	\$ - \$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 400.00 \$ - \$ 7,225.00	\$ - \$ - \$ - \$ 70,400.00 \$ - \$ 77,225.00	\$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 400.00 \$ - \$ 10,165.00	\$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ 400.00 \$ - \$ 10,165.00	\$ - \$ - \$ - \$ 46,273.25 \$ - \$ 56,038.25	\$ \$ \$ \$ 21,27
Textbooks/Curriculum Salaf Development Substitute Teaching Special Education Services Testing Supplies Bi-Lingual/ ESL Services SCHOOL OPERATING EXPENSE SUMMARY TOTAL OPERATING EXPENSE FISCAL YEAR MONTHLY REVENUE TOTAL MONTHLY EXPENSE TOTAL AVAILABLE CASH TOTAL OPERATING EXPENSES	\$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ 2,600.00 143,446.50 \$ 9,425.00 \$ 333,650.00	\$ - \$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 400.00 \$ - \$ 7,225.00	\$ - \$ - \$ - \$ 70,400.00 \$ - \$ 77,225.00	\$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 400.00 \$ - \$ 10,165.00	\$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ 400.00 \$ - \$ 10,165.00	\$ - \$ - \$ - \$ 46,273.25 \$ - \$ 56,038.25	\$ \$ \$ \$ 21,27
Textbooks/Curriculum Slaff Development Substitute Teaching Special Education Services Testing Supplies Bi-Lingual Education SCHOOL OPERATING EXPENSE SUMMARY TOTAL OPERATING EXPENSE FISCAL YEAR MONTHLY REVENUE TOTAL MONTHLY EXPENSE TOTAL AVAILABLE CASH	\$ - \$ - \$ - \$ - \$ - \$ 100.00 \$ 350,000.00 \$ 6,925.00 \$ 343,075.00	\$ - \$ - \$ 2,600.00 ' 143,446.50 \$ - \$ 9,425.00 \$ 333,650.00	\$ - \$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 400.00 \$ - \$ 7,225.00	\$ - \$ - \$ - \$ 70,400.00 \$ - \$ 77,225.00	\$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 400.00 \$ - \$ 10,165.00	\$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ 400.00 \$ - \$ 10,165.00	\$ - \$ - \$ - \$ 46,273.25 \$ - \$ 56,038.25	\$ \$ \$ \$ 21,27
Textbooks/Curriculum Salaf Development Substitute Teaching Special Education Services Testing Supplies Bi-Lingual/ ESL Services SCHOOL OPERATING EXPENSE SUMMARY TOTAL OPERATING EXPENSE FISCAL YEAR MONTHLY REVENUE TOTAL MONTHLY EXPENSE TOTAL AVAILABLE CASH TOTAL OPERATING EXPENSES	\$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ -	\$ - \$ - \$ - \$ 2,600.00 143,446.50 \$ 9,425.00 \$ 333,650.00	\$ - \$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 400.00 \$ - \$ 7,225.00	\$ - \$ - \$ - \$ 70,400.00 \$ - \$ 77,225.00	\$ - \$ - \$ - \$ 400.00	\$ - \$ - \$ - \$ 400.00 \$ - \$ 10,165.00	\$ - \$ - \$ - \$ 400.00 '	\$ - \$ - \$ - \$ 400.00 \$ - \$ 10,165.00	\$ - \$ - \$ - \$ 46,273.25 \$ - \$ 56,038.25	\$ \$ \$ \$ 21,27

Year One Cash Flow and Budget

REVENUES	For Year 0, hit + sign above	July '19	August '19	September '19	October '19		December '19	January '20	February '20	March '20	April '20	May '20	June '
itate Aid Payment Schedule Percentage		0%	9%	10%	9%	9%	9%	9%	9%	9%	9%	10%	8%
ate Aid Funding		\$ -	\$ 54,869.52	\$ 60,966.14	\$ 54,869.52	\$ 54,869.52	\$ 54,869.52	\$ 58,230.04	\$ 58,230.04	\$ 58,230.04	\$ 58,230.04	\$ 64,700.04	\$ 51,7
exible Benefit Allowance		\$ -	\$ 13,682.64	\$ 6,841.32	\$ 6,841.32	\$ 6,841.32	\$ 6,841.32	\$ 6,841.32	\$ 6,841.32	\$ 6,841.32	\$ 6,841.32	\$ 6,841.32	\$ 6,8
ack Pay for State Aid Underpayment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,175.97	\$ -	\$ -	\$ -	\$ -	\$
ederal Revenues		\$ -	\$ -	\$ -	\$ 42,093.36	\$ 14,031.12	\$ 14,031.12	\$ 14,031.12	\$ 14,031.12	\$ 14,031.12	\$ 14,031.12	\$ 14,031.12	\$
alton Family Foundation Grant OR Rollover (from FY '18-		\$ 107,013.50	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
ESS SPONSOR FEE OF 3%		\$ -	\$ 1,646.09	\$ 1,828.98	\$ 1,646.09	\$ 1,646.09	\$ 1,646.09	\$ 2,262.18	\$ 1,746.90	\$ 1,746.90	\$ 1,746.90	\$ 1,941.00	\$ 1,5
ONTHLY REVENUE TOTAL		\$ 107,013.50	\$ 66,906.08	\$ 65,978.47	\$ 102,158.12	\$ 74,095.88	\$ 74,095.88	\$ 94,016.26	\$ 77,355.58	\$ 77,355.58	\$ 77,355.58	\$ 83,631.48	\$ 57,0
Payroll and Benefits		July '19	August '19	September '19	October '19	November '19	December '19	January '20	February '20	March '20	April '20	Mav '20	June '
incipal		\$ 6,825.00	\$ 6,825.00	\$ 6,825.00	\$ 6,825.00	\$ 6,825.00	\$ 6.825.00	\$ 6,825.00	\$ 6,825.00	\$ 6,825.00	\$ 6,825.00	\$ 6,825.00	\$ 6,8
digenous Literature Teacher		\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,7
digenous Histories Teacher		\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,7
digenous Mathematics Teacher		\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,7
digenous Sciences Teacher		\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,7
digenous Languages Teacher		\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3.7
digenous Wellness Teacher		\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,7
		\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,780.00	\$ 3,7
digenous Cultures Teacher pecial Edcuation Teacher		\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 4,2
	_	\$ 3,969.00											
rector of Student Support	-		\$ 3,969.00	\$ 3,969.00	\$ 3,969.00	\$ 3,969.00	\$ 3,969.00	\$ 3,969.00	\$ 3,969.00	\$ 3,969.00	\$ 3,969.00	\$ 3,969.00	\$ 3,9
ffice Manager	1	\$ 2,940.00	\$ 2,940.00	\$ 2,940.00	\$ 2,940.00	\$ 2,940.00	\$ 2,940.00	\$ 2,940.00	\$ 2,940.00	\$ 2,940.00	\$ 2,940.00	\$ 2,940.00	\$ 2,9
us Driver	-	\$ -	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$
CHOOL PAYROLL AND BENEFITS EXPENSE SUMMARY		\$ 44,394.00		\$ 45,044.00	\$ 45,044.00	\$ 45,044.00	\$ 45,044.00	\$ 45,044.00	\$ 45,044.00	\$ 45,044.00	\$ 45,044.00	\$ 45,044.00	\$ 44,3
OTAL SCHOOL PAYROLL FOR YEAR		\$	539,228.00					1					
Ion-Payroll Expenses		July '19	August '19	September '19	October '19	November '19	December '19	January '20	February '20	March '20	April '20	May '20	June
Building Lease	1	\$ 9,348.42	\$ 9,348.42	\$ 9,348.42	\$ 9,348.42	\$ 9,348.42	\$ 9,348.42	\$ 9,348.42	\$ 9,348.42			\$ 9,348.42	
udent Transportation: Bus Lease & Operating Expenses	3	\$ 1,166.67	\$ 1,526.67	\$ 1,526.67	\$ 1,526.67	\$ 1,526.67	\$ 1,526.67	\$ 1,526.67	\$ 1,526.67	\$ 1,526.67	\$ 1,526.67	\$ 1,526.67	\$ 1.
Utilities		\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33			\$ 1,083.33	\$ 1,0
Janitorial Services	1	\$ 729.17	\$ 729.17	\$ 729.17	\$ 729.17	\$ 729.17	\$ 729.17	\$ 729.17	\$ 729.17		\$ 729.17	\$ 729.17	\$
Waste Management Services		\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$:
Groundskeeping	1	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$
Security Services	1	\$ 216.67	\$ 216.67	\$ 216.67	\$ 216.67	\$ 216.67	\$ 216.67	\$ 216.67	\$ 216.67	\$ 216.67	\$ 216.67	\$ 216.67	\$
Internet/Telephone/Data Services	1	\$ 235.00	\$ 235.00	\$ 235.00	\$ 235.00	\$ 235.00	\$ 235.00	\$ 235.00	\$ 235.00			\$ 235.00	
Renovation or New Building Expense	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$
Contract Maintenance and Repairs	1	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$
Furniture	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,0
	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,0
PE/Play/Sports Equipment Copiers and Printers	1	\$ 470.83	\$ 470.83	\$ 470.83	\$ 470.83	\$ 470.83	\$ 470.83	\$ 470.83	\$ 470.83	\$ 470.83	\$ 470.83	\$ 470.83	
	1	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$
School Property & Casualty Insurance	1	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$
Board Liability Insurance	1	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$
Surety Bond	+	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00			\$ 1,000.00	
IT Software/Student Information System	+	\$ 1,000.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 450.00	\$ 450.00			\$ 450.00	+ 2 <u>1</u> ,
Student Recruitment & Marketing	+		\$ 450.00	ф 430.00 Ф	ф 400.00 ф	φ 430.00 Φ	φ 400.00 Φ	\$ 2,500.00	ф 400.00 ф	ф 400.00 Ф	¢ 430.00	φ 430.00 Φ	4
Organizational and Membership Dues	+	\$ 2,500,00			.	3 -	a -	\$ 2,500.00 e	a -	a -	- 4	a -	\$
Legal Services	+		\$ -	A 2,000,00	a 2.000.00	\$ -	A 2.000.00	→	φ	\$	A 2,000,00	a 2,000,00	3 01
Treasury Services & Accounting	1	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00			\$ 2,000.00	
Financial Software	-	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$
Audit Expenses	1										\$ 3,750.00		
Bank Charges	1	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00			\$ 100.00	\$
Office Supplies and Postage	1	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00		\$ 1,000.00	\$ 1,000.00			\$ 1,000.00	\$ 1,000.00	
Conference/Seminar Registration	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,0
Graduation End of Year Awards	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500.00	\$
Indigenous Cultural Field Experiences		\$ -	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00		\$ 400.00	\$ 400.00	\$
After School Cultural Activities & Programming	1	\$ -	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00			\$ 600.00	\$
Child Nutrition Program		\$ -	\$ 6,135.94	\$ 6,135.94	\$ 6,135.94	\$ 6,135.94	\$ 6,135.94	\$ 6,135.94	\$ 6,135.94	\$ 6,135.94	\$ 6,135.94	\$ 6,135.94	\$
Health Services/Screening		\$ -	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	
Technology/Computers/IPads/Chromebooks		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,
Admin/Teaching Supplies/Manipulatives		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500.00	\$ -	\$ -	\$ -	\$ -	\$ 12,
Textbooks/Curriculum		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500.00	\$ -	\$ -	\$ -	\$ -	\$ 12.
Staff Development		\$ -	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00			\$ 200.00	
Substitute Teaching		\$ -	\$ 224.00	\$ 224.00	\$ 224.00	\$ 224.00	\$ 224.00	\$ 224.00	\$ 224.00			\$ 224.00	\$
Special Education Services		\$ -	\$ 10,500.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$
Testing Supplies		\$ -	\$ 217.50	\$ 217.50	\$ 217.50	\$ 217.50	\$ 217.50	\$ 217.50	\$ 217.50			\$ 217.50	\$
Bi-Lingual/ESL Services	1	\$ -	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$ 750.00	\$ 750.00	\$
HOOL OPERATING EXPENSE SUMMARY		\$ 22,208.42		\$ 31,378.35	\$ 31,378.35	\$ 31,378.35	\$ 31,378.35	\$ 38,878.35	\$ 31,378.35	\$ 31,378.35	\$ 35,128.35	\$ 32,878.35	\$ 79,
TAL OPERATING EXPENSE FISCAL YEAR		\$	445,625.37								-		
ONTHLY REVENUE TOTAL				\$ 65,978.47					\$ 77,355.58		\$ 77,355.58		
ONTHLY EXPENSE TOTAL			\$ 83,922.35			\$ 76,422.35					\$ 80,172.35	\$ 77,922.35	\$ 124,
/AILABLE CASH		\$40,411.08	\$ 23,394.81	\$ 12,950.92	\$38,686.68	\$ 36,360.21	\$34,033.73	\$ 44,127.64	\$45,060.86	\$45,994.08	\$ 43,177.30	\$48,886.43	\$ (18,16
TAL OPERATING EXPENSES	-	Ś	984,853.38								1		
TAL OF ENATING EXPENSES	-	T									<u> </u>		
			957,010.94								i .		
OTAL REVENUES		\$	337,010.34										
VITAL REVENUES ND OF YEAR ROLLOVER	-	\$	(27,842.44)										

5 Year Budget Projection: Revenue and Expenses

Sovereign Community School 5 Year Balance Sheet and Start Up Year	2018-2019	2019-2020	20	020-2021	2021-2022			2022-2023	2023-2024		
3 real balance sheet and start op real	Preparation Year	6th, 9th	6th, 7th, 9th, 10th		6th to 11th			6th to 12th	6th to 12th		
ENROLLMENT	0	150		300		450		525	525		
ADM WEGHTED CALCULATION	0	211.76		438.51		665.26		778.64	778.64		
State Aid Funding	\$ -	\$ 647,000.41	\$	1,340,952.35	\$	2,034,277.48	\$	2,381,987.36 \$	2,381		
FLEXIBLE BENEFIT ALLOWANCE	\$ -	\$ 82,095.84	\$	153,743.12	\$	237,533.13	\$	277,280.34 \$	285		
Sponsor Fee (3%)	\$ -	\$ 19,410.01	\$	40,228.57	\$	61,028.32	\$	71,459.62 3	71		
State Aid Funding Summary	\$ -	\$ 709,686.24	\$ 1	1,454,466.90	\$	2,210,782.28	\$	2,587,808.07	2,596,		
Federal Funding											
Title I Funding	\$ -	\$ 43,050.00	\$	86,100.00	\$	129,150.00	\$	150,675.00	150		
Title II Funding	\$ -	\$ 6,934.50	\$	13,869.00		20,803.50	\$	24,270.75			
Federal Nutrition Funding	-	\$ 45,750.00		91,500.00		137,250.00		160,125.00			
IDEA Funding		\$ 22,525.50		45,051.00		67,576.50		78,839.25 \$			
Indian Education Program Funding	\$ -	\$ 22,051.20		44,102.40	_	66,153.60	_	77,179.20			
Federal Funding Summary	\$ -	\$ 140,311.20	\$	280,622.40	\$	420,933.60	\$	491,089.20	\$ 491,		
Grant Funding & Other Revenue											
alton Family Start-Up Grant Year Zero Rollover	\$ 350,000.00		\$	-	\$	-	\$	- 3			
School Lunch Fees		\$ 11,800.00	<u> </u>	23,625.00		35,437.50	\$	41,343.75			
Fundraising	\$ -	\$ -	\$	-	\$	-	\$	- 3			
Grant Funding Summary	\$ 350,000.00	\$ -	\$	-	\$	-	\$	- ;	.		
SCHOOL REVENUE SUMMARY	,	\$ 849,997.44	\$:	1,735,089.30	\$	2,631,715.88	\$	3,078,897.27	3,087		
SCHOOL REVENUE SUMMARY	\$ 350,000.00 2018-2019	\$ 849,997.44 2019-2020		1,735,089.30 020-2021	\$	2,631,715.88 2021-2022	\$	3,078,897.27 \$ 2022-2023	3,087 2023-20		
Building Lease	\$ 18,696,50		_	210,362.00	_	214,289.00	\$	218,295.00			
Transportation: Bus Lease & Operating Expense		\$ 17,600.00		35,200.00		52,800.00		70,400.00			
Utilities		\$ 13,000.00		18,000.00		28,000.00		38,000.00 \$			
Janitorial Services		\$ 8,750.00		8,750.00		9,500.00		9,500.00 \$			
Waste Management Services		\$ 3,600.00		7,200.00		7,200.00		7,200.00			
Groundskeeping	\$ 300.00			3,500.00		3,500.00		3,500.00			
Security Services		\$ 2,600.00	\$	2,600.00		2,600.00		2,600.00 \$			
Internet/Telephone/Data Services	\$ 300.00	\$ 2,820.00	\$	3,120.00	\$	3,120.00	\$	3,120.00 \$	3		
Renovation or New Building Expense	\$ -	\$ -	\$	-	\$	13,000.00	\$	13,000.00	3		
Contract Maintenance and Repairs		\$ 5,000.00	\$	5,000.00		5,000.00		5,000.00 \$			
Furniture		\$ 15,000.00	\$	20,000.00		20,000.00	-	10,000.00 \$			
PE/Play/Sports Equipment		\$ 3,000.00	\$	3,000.00		3,000.00	\$	3,000.00 \$			
Copiers and Printers	*	\$ 5,650.00	\$	5,650.00		11,300.00		11,300.00 3			
School Property & Casualty Insurance		\$ 7,200.00		7,200.00		7,200.00		7,200.00			
Board Liability Insurance	\$ -	\$ 2,000.00		4,000.00		6,000.00 2,000.00		8,000.00 \$			
Surety Bond IT Software/Student Information System	-	\$ 2,000.00 \$ 12,000.00	\$	2,000.00 24,000.00		36,000.00		2,000.00 \ \$ 42,000.00 \ \$			
Student Recruitment & Marketing	\$ 3,000.00	\$ 4,500.00	\$	4,500.00		4,500.00		42,000.00 f 3 4,500.00 i 3			
Organizational and Membership Dues	\$ 3,000.00	\$ 4,500.00	\$	2,500.00		2,500.00		2,500.00 \$			
Legal Services		\$ 2,500.00	\$	2,500.00		2,500.00		2,500.00 \$			
Treasury Services & Accounting		\$ 24,000.00	\$	24,000.00		24,000.00	\$	24,000.00 \$			
Financial Software	\$ -	\$ 5,000.00	\$	5,000.00		5,000.00	\$	5,000.00			
Audit Expenses	\$ -	\$ 3,750.00	\$	3,750.00		3,750.00	\$	3,750.00 \$			
Bank Charges	\$ 1,200.00	\$ 1,200.00	\$	1,200.00	\$	1,200.00	\$	1,200.00	3		
Office Supplies and Postage		\$ 12,000.00	\$	24,000.00		36,000.00		40,000.00 \$			
Conference/Seminar Registration	\$ 2,000.00	\$ 2,000.00	\$	4,000.00		6,000.00	<u> </u>	7,000.00 \$			
Graduation End of Year Awards	\$ -	\$ 1,500.00	\$	3,000.00		4,500.00	\$	5,250.00 \$			
Indigenous Cultural Field Experiences	\$ -	\$ 4,000.00	\$	8,000.00		12,000.00		16,000.00 \$			
ter School Cultural Activities & Programming	\$ -	\$ 6,000.00		12,000.00		18,000.00	<u> </u>	21,000.00 \$			
Child Nutrition Program		\$ 61,359.38	\$	122,718.75		184,078.13	\$	214,757.81			
Health Services/Screening	\$ - \$ 26,000.00	\$ 3,000.00 \$ 15,000.00	\$	6,000.00 15,000.00		9,000.00	\$	10,500.00 \$ 20,000.00 \$			
Fechnology/Computers/IPads/Chromebooks Admin/Teaching Supplies/Manipulatives		\$ 15,000.00 \$ 15,000.00	\$	30,000.00		45,000.00		20,000.00 \$ 52,500.00 \$			
Textbooks/Curriculum		\$ 15,000.00 \$ 15.000.00	\$	30,000.00		45,000.00		52,500.00 \$			
Staff Development	\$ 20,000.00 \$ 14,000.00	\$ 15,000.00		4,000.00		45,000.00 6,000.00		8,000.00 \$			
Substitute Teaching	\$ 14,000.00	\$ 2,240.00	\$	4,480.00		6,720.00	\$	8,960.00 3			
Special Education Services		\$ 37,500.00	\$	67,500.00		75,000.00		75,000.00 \$			
Testing Supplies		\$ 2,175.00	\$	3,450.00		4,425.00		4,912.50			
Bi-Lingual/ ESL Services	\$ -	\$ 7,500.00	\$	15,000.00		22,500.00		26,250.00			
SCHOOL OPERATING EXPENSE SUMMARY		\$ 445,625.38	S	752,180.75	S	972,182.13	S	1,067,695.31			

5 Year Budget Projection: Revenue and Expenses (cont.)

61.18 6.5	140 440 50	A 445 005 00	A 750 400 75	A 070 100 10	A 1.007.00F.01	A 1.071.000.1
School Operating Expense Summary Salaries and Benefits Summary	\$ 143,446.50 \$ 99,540.00					
TOTAL	\$ 242,986.50			\$ 2,407,166.13	\$ 2,695,407.31	
IOIAL	\$ 242,560.50	\$ 204,033,30	\$ 1,055,250.75	\$ 2,407,100.13	\$ 2,095,407.51	\$ 2,002,004.5
Revenue Summary	\$ 350,000.00	\$ 849,997.44	\$ 1,735,089.30	\$ 2,631,715.88	\$ 3,078,897.27	\$ 3,087,215.6
TOTAL	\$ 350,000.00		\$ 1,735,089.30	\$ 2,631,715.88	\$ 3,078,897.27	\$ 3,087,215.6
	7 330,000.00	*	+ - / - / - / - / - / - / - / - / - / - / - / - / - / - / - / - / - - / - - / - - / - - / - - / - - - / - - - / - - - / - - - / - - - - - - - - - -	<i>ϕ</i> 2/002/120100	Ψ 5/015/001121	4 2/22//22
ODEDATING CURRILIE (DEFICIT)	6107.012.50		A 44 700 FF	A 224 F40 7F	A 202 400 0C	A 405 454 00
OPERATING SURPLUS (DEFICIT)	\$107,013.50	###########	\$ 41,792.55	\$ 224,549.75	\$ 383,489.96	\$ 425,151.37
Balance Forward based on Walton Grant Only	\$107,013.50	\$ (27,842.44)	\$ 13,950.11	\$ 238,499.86	\$ 621,989.83	\$ 663,651.24
SALARY AND BENEFITS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Head of School/Principal	\$ 81,900.00	\$ 81,900.00	\$ 81,900.00	\$ -	\$ -	\$ -
Executive Director	\$ 01,300.00	\$ -	\$ -	\$ 88,200.00	\$ 88,200.00	\$ 88,200.0
High School/Middle School Principal		\$ -	\$ -	\$ 75,600.00	\$ 75,600.00	\$ 75,600.0
Director of Student Services & Counseling		\$ 47,628.00	\$ 47,628,00	\$ 95,256.00	\$ 75,000.00	\$ 75,000.0
College Engagement		\$ 47,020.00	\$ 47,020.00	\$ 33,230.00	\$ 33,230.00	\$ 55,250.0
Community Engagement		\$ -	\$ -	\$ -	\$ -	\$ -
Community Engagement	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Teacher	2010-2013	\$ 317,520.00	\$ 635,040,00	\$ 771,120.00		
Special Education		\$ 317,020.00	\$ 47,628.00	\$ 47,628.00		
Special Education/Director		\$ 50,400.00	\$ 47,626.00	\$ 47,828.00	\$ 50,400.00	*,
Teacher/Department Head		\$ 50,400.00	\$ 50,400.00	\$ 191,520.00	\$ 50,400.00 \$ 191,520.00	\$ 50,400.0
TeacheriDepartment Head	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Office Manager (Encumbrance Clerk)				\$ 35,280.00		
Administrative Assistant (Minutes Clerk)	\$ 17,640.00	\$ 35,280.00 \$ -		\$ 35,280.00 \$ 30,240.00		
Administrative Assistant (Activity Fund Custodian)		\$ -	\$ - + +0.000.00	\$ 30,240.00	\$ 30,240.00	
Bus Driver(s)	2010 2010	\$ 6,500.00	\$ 13,000.00	\$ 19,500.00	,	\$ 26,000.0
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
TOTAL	\$ 99,540.00	\$ 539,228.00	\$ 941,116.00	\$ 1,434,984.00	\$ 1,627,712.00	\$ 1,590,164.0
EMPLOYEE CLASSIFICATION	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Head of School/Principal	2010-2013	2013-2020	2020-2021	2021 2022 ∩	0	2023-2024
Executive Director	n		, U	U 1	1	
High School Principal	0		0	1	1	
Middle School Principal	0		0		0	
			U	0		
Director of Student Services & Guidance Counselors	0			2	2	
College Engagement	0		0	0	0	
Community Engagement	0		0	2021 2022	0	
T .	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Teacher	0		14	17	20	2
Special Education	0		1	1	2	
Special Education/Director	0]	1]]	
Teacher/Department Head	0040 0040	U 2010 2020	J	4	4	2022 2024
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Office Manager (Encumbrance Clerk)]	1	1	1	1	
Administrative Assistant (Minutes Clerk)	0		1	1	1	
Administrative Assistant (Activity Fund Custodian)	0	0	0	1	1	
Bus Driver(s)	0	1	2	3	4	2222 2224
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
TOTAL	2	12	22	33	38	38
				5 6		
EMPLOYEE SALARY SCHEDULE		Base Salary	Extra Duty	Base Salary and Extra Duty	Benefits	Total Salary
		·	·		40,000,00	, ot 000 0
Head of School/Principal		\$ 65,000.00	\$ -	\$ 65,000.00		
Executive Director		A 70,000,00	Δ.	A 70,000,00		
		\$ 70,000.00		\$ 70,000.00		
High School Principal		\$ 60,000.00	\$ -	\$ 60,000.00	\$ 15,600.00	\$ 75,600.0
Middle School Principal		\$ 60,000.00 \$ 60,000.00	\$ - \$ -	\$ 60,000.00 \$ 60,000.00	\$ 15,600.00 \$ 15,600.00	\$ 75,600.0 \$ 75,600.0
Middle School Principal Counselor		\$ 60,000.00 \$ 60,000.00 \$ 36,000.00	\$ - \$ - \$ 1,800.00	\$ 60,000.00 \$ 60,000.00 \$ 37,800.00	\$ 15,600.00 \$ 15,600.00 \$ 9,828.00	\$ 75,600.0 \$ 75,600.0 \$ 47,628.0
Middle School Principal Counselor College Engagement		\$ 60,000.00 \$ 60,000.00 \$ 36,000.00 \$ 36,000.00	\$ - \$ - \$ 1,800.00 \$ 1,800.00	\$ 60,000.00 \$ 60,000.00 \$ 37,800.00 \$ 37,800.00	\$ 15,600.00 \$ 15,600.00 \$ 9,828.00 \$ 9,828.00	\$ 75,600.0 \$ 75,600.0 \$ 47,628.0 \$ 47,628.0
Middle School Principal Counselor		\$ 60,000.00 \$ 60,000.00 \$ 36,000.00 \$ 36,000.00 \$ 36,000.00	\$ - \$ 1,800.00 \$ 1,800.00 \$ 1,800.00	\$ 60,000.00 \$ 60,000.00 \$ 37,800.00 \$ 37,800.00 \$ 37,800.00	\$ 15,600.00 \$ 15,600.00 \$ 9,828.00 \$ 9,828.00 \$ 9,828.00	\$ 75,600.0 \$ 75,600.0 \$ 47,628.0 \$ 47,628.0 \$ 47,628.0
Middle School Principal Counselor College Engagement Community Engagement		\$ 60,000.00 \$ 60,000.00 \$ 36,000.00 \$ 36,000.00 \$ 2019-2020	\$ \$ 1,800.00 \$ 1,800.00 \$ 1,800.00 2020-2021	\$ 60,000.00 \$ 60,000.00 \$ 37,800.00 \$ 37,800.00 \$ 37,800.00 2021-2022	\$ 15,600.00 \$ 15,600.00 \$ 9,828.00 \$ 9,828.00 \$ 9,828.00 2022-2023	\$ 75,600.0 \$ 75,600.0 \$ 47,628.0 \$ 47,628.0 \$ 47,628.0 2023-2024
Middle School Principal Counselor College Engagement Community Engagement Teacher		\$ 60,000.00 \$ 60,000.00 \$ 36,000.00 \$ 36,000.00 \$ 36,000.00 2019-2020 \$ 36,000.00	\$ - \$ 1,800.00 \$ 1,800.00 \$ 1,800.00 2020-2021	\$ 60,000.00 \$ 60,000.00 \$ 37,800.00 \$ 37,800.00 \$ 37,800.00 2021-2022 \$ 36,000.00	\$ 15,600.00 \$ 15,600.00 \$ 9,828.00 \$ 9,828.00 \$ 9,828.00 2022-2023 \$ 9,360.00	\$ 75,600.0 \$ 75,600.0 \$ 47,628.0 \$ 47,628.0 \$ 47,628.0 2023-2024 \$ 45,360.0
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APPENDIX I: LETTERS OF SUPPORT

Open with 🔻

Carolyn M. Dunn, PhD.

Diversity Education Partners 9535 N. Pottawatomie Rd. Harrah OK 73045 831-419-7001

Sovereign Community School

Dear Sovereign Community School Leadership Team:

I'm writing this letter today to express my support for the Sovereign Community School in Oklahoma City. I'm writing as an educator, an administrator, and as a parent of Choctaw children who have attended mainstream schools in California, Michigan, and Oklahoma.

I was a teacher at one of the first American Indian Charter Schools in California, Four Winds Indian Charter School, from 1996-97 school year. I am pleased to say that this charter school is still in existence, twenty two years later. This school came into existence as a result of native children's' experiences in a rural school district in California that did not meet their educational needs, often due to trauma in the children's' background that was not adequately addressed by traditional non-native school systems. Rooted in the institutional inequity system of education, the native children were dropping out of school at much higher rates than non-native children, and community activists, who were also trained, college educated educators, felt the need to address the issues head on through developing a charter school system that specifically addressed the needs of American Indian children in that rural community in Northern California. Twenty –two years later, the school, K-12, has seen growth of nearly 100% in terms of enrolled students; and their graduation rate is at 86%, which is much higher than the county average of 49% for American Indian youth at the high school level. I'm proud to say that as one of the original teachers and administrators of that school, that the successes have been of a benefit to that community, and that it continues to grow due to the leadership of administrators and teachers and commitment by the families to see student success.

As a former college administrator in both academic and student affairs, the numbers of American Indian student attending college has decreased dramatically, due to inadequate academic preparation, lack of parent support, and other economic reasons. I feel that with the support provided for American Indian students at a school such as Sovereign Community School, American Indian children will have access to academic preparation and early academic outreach necessary, as well as parent (and family) education programs supporting higher education at a very early age. In my career of over twenty five years in higher education, specifically many of those years in early academic outreach to underserved populations, I have personally seen many success stories of underserved populations attend and graduate from college due to their participation in programs such as Upward Bound, Educational Talent Search, GEAR Up, and guidance counseling specifically geared toward higher education for American Indian and other underserved populations. In fact, I have pledged my support to Sovereign Community School to work on educational development and training for counseling and teaching faculty in order to best prepare students for higher education, specifically at the four year university level. In fact, I would like to see

Page 1 / 2 — 🕀 🛨

partnerships between the school and Indian Education programs, universities, and tribal communities to create more opportunities for Native children to attend college. I can also see the benefit for my own children to attend such a school that is committed to their educational, cultural, and spiritual development as well-rounded young adults grounded in the traditional teachings of their nations; to improve their resiliency through education, and to improve their self-esteem through cultural mentoring activities that would exist at Sovereign Community School.

I can pledge my support in an advisory capacity to the school, through curriculum development, diversity training and education, and in any way possible, because I believe the need for such an educational system is needed for our American Indian children. Thank you for your work to see this occur.

Most Sincerely,

Carolyn M. Dunn, PhD.

Executive Director

Diversity Education Partners, LLP

10/19/2017

To Whom This May Concern:

As I reflect on my own K-12 school years, I realize I still carry a lot of angst with me from this period of my life. I remember being one of the few or the only Native child(ren) in a class. The history that was taught about Native Americans was incomplete or negatively biased to say the least. The uncomfortable feeling when a class project included making feather headbands out of construction paper and being asked if I lived in a teepee did not encourage, embrace or instill pride of who I was as a person or the culture, that was and is, an integral part of who I am. I felt like an outsider because I represented a culture that was not part of the mainstream, was easily ignored or mocked, due to lack of education or ignorance.

Sadly, all these years later, as a parent I still see these scenarios played out in varying degrees in the lives of my own children's educational experiences. The foundation of who we are, how we feel about ourselves, who and what we aspire to be in our lives is absolutely influenced and impacted by the educational platform and social expectations that revolve around the current, and only option for most, public school setting.

I believe that an equally important part of the educational process is that there should be positive cultural inclusivity. The confidence from being accepted, embraced, uplifted and most importantly – encouraged to be proud of ones' culture can be a catalyst for better learning, a driving force to continue on with success in higher learning, and being part of breaking a cycle of poverty and hopelessness that has plagued Native families for the past 100 years.

For these reasons, I fully support the mission, formation and implementation of the Sovereign Charter School. I believe a school of this nature can be the beginning ripple of many generations to come of emotionally healthy, educated, positive contributing Native leaders of tomorrow. Let us be a part of the process to lessen the negative statistics of being Native and be a part of a solution to shore up the vitally important educational building blocks of our lives.

Yakoke,

Lisa Noley

Proud Native Parent

To Whom It May Concern:

I am writing this letter in support for the Sovereign Community School Project. My name is Shawndae Lawrence. I am half Kiowa and half Kootenai from Anadarko, Oklahoma but I now reside in Oklahoma City with my husband who is Kiowa and Choctaw. I have 2 sons who are enrolled Otoe but have Kiowa, Comanche, Choctaw and Caddo lineage as well.

My sons currently attend Santa Fe South Middle School where they are the only Native American students enrolled. I recently paid their school a visit on an invitation from one of the teachers to present a lesson over Kiowa culture.

In doing so, I realized this Oklahoma City community has lost a lot of its respect and knowledge about its Indigenous history. I was asked very stereotypical questions not just from the students, the teacher didn't know anything about any of the local plains tribes as well.

A lot of our Indigenous history has been erased from the Oklahoma curriculum. I was fortunate enough to have a very wonderful Oklahoma History teacher who opened my eyes. She truly empowered me to be proud of my culture. I want for my children to have that very same experience.

My children have been affected by the stereotypes due to their peers ignorance. In their current setting, they will learn basic skills but in order for them to find themselves they need to be comfortable in their surroundings.

Having a Native American charter would allow my sons to better communicate and open up more in class. One of my sons is a loner because he doesn't feel like he can connect with anyone at his school. He is maintaining a C average but I believe in a comfortable setting he will be able to achieve better results.

I truly hope you take into consideration that a successful future for our Native children depends on a community that loves and nurtures them. Please show your love and support by approving The Sovereign Community School Project.

Thank you for your time,

Shawndae Lawrence Shawndae.Chaddlesone@Gmail.Com (405)882-8154 Re: Sovereign Community School

I am writing in support of the application to approve a charter for Sovereign Community School because they are offering a program that is vitally needed, yet is currently lacking in metro schools.

I am the mother of five children, ranging in age from kindergarten to junior in high school. We have been through many schools and find that, because their programs are designed from a non-Indigenous perspective, my children will inevitably have the same reoccurring issues.

For example, my sons have had to consistently and continually explain their long hair, not only to other students, but to staff. They also get intrusive questions about their culture when it is discovered that they don't celebrate the Christian holidays that are recognized by most schools. The burden of educating their peers about accurate history and racial stereotypes often falls on them during the Columbus day/Halloween/Thanksgiving stretch, to which some educators have been receptive, while others have attempted disciplinary action when my children refuse to regurgitate inaccurate historical "facts" or celebrating holidays that are quite painful for Indigenous people. My children should *never* have to defend their own identity or right to occupy space in their own school. The program that SCC is proposing will ensure that they don't have to.

Furthermore, the focus on mental and holistic wellness is unprecedented. Two of my children were adopted from foster care. They are wonderful children but sometimes struggle due to anxiety or PTSD resulting from trauma. Unfortunately, because no school they have ever been in has had staff that has qualifications in behavioral health, it can be a struggle to educated new teachers every year about trauma and triggers, as well as how to properly work with traumatized children. Having a program that is built with that in mind is ideal, and something that I think every educational institution should aspire to.

Please approve Sovereign Community School's application, as it is something that we've waited for, for far too long.

Thank you,

Summer Wesley

October 17, 2017

Re: Sovereign Community School Proposal

To Whom It May Concern:

I am writing this letter regarding the proposed creation of a community charter school within the Oklahoma City Public school district and to express my support for it. As a parent with children in a public school setting, I have personal experience regarding how the current school system presents challenges for not only Native American students but many disadvantaged students. I believe the educational environment of a community charter school will support the academic success of these students in the Oklahoma City area.

I continue to face challenges that force me to focus my time and attention more on worrying about what the curriculum contains vs. focusing all of my attention on helping my child learn and develop academically. I have found that much of the information in the curriculum regarding Native American history, culture and values is incorrect which causes me to constantly review upcoming lessons and spend time discussing that in teacher meetings vs. focusing solely on my child's progress. I feel parents should be able to trust what the school puts in their curriculum which is what I feel this charter community school will provide.

Another component of a school setting such as the proposed school is preserving Native American language and culture. Many times Native American children feel lost in the school system and lose their cultural ties. This primarily is a result of the US governments attempt to strip tribal identity. Currently in public school settings, foreign languages are taught in school but not native languages. Presently, tribal nations are rapidly losing their language and this would be a great partnership opportunity for tribes and the Oklahoma City school system to preserve languages at risk of dying out.

I wholeheartedly support the proposed community charter school and the values and principles it stands for. If you have questions, please do not hesitate to contact me.

Respectfully,

Lucinda Myers, MSW Muscogee (Creek) Nation Citizen

Cell: 405-487-7379

Email: Lucindamy@vahoo.com

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Earlier this month I had an opportunity to attend a community meeting for parents and community members interested in Sovereign Community School.

The numbers in attendance genuinely astonished me. As a previous School board member of a Charter school in Alaska the numbers of adults present and engaged amazed me and were unprecedented for a first meeting.

It was very clear that other parents, like myself, were all resolute in sharing what we all know and have experienced:

We need a school for our children which is culturally relevant and academically sound for our kids to thrive. From insights given from our youth to our Elders it was clear that our children's needs can and would best be met in a model of education which support our strengths without creating weaknesses.

Sovereign Community School clearly has the base needed to garnish the support of Oklahoma City Public Schools in creating a charter which will enable our kids to thrive, grow, graduate and achieve academic success in a culturally relevant environment and furthermore is a school my children are eager to attend and one which I wholeheartedly support.

Sincerely, Stefanie Colbert-Bruner



October 16, 2017

To Whom It May Concern:

As the Tribal Liaison Officer at the University of Oklahoma it is my greatest honor to send you a letter of support for the amazing work you are doing in regard to the Native American initiative by establishing a charter school in the Oklahoma City area. The University of Oklahoma strives to make education among Native American tribes a priority in order to accomplish the goal of ensuring as many students as possible receive a quality higher education. Establishing the Sovereign Community School of Oklahoma City (SCS) will have the effect of strongly influencing potential university attendees into continuing their education. The retention rate here at OU is 55%, 41% above the national average. Our hope as a university is to provide support to programs that seek to increase the .8% of Native Americans that complete a degree in higher education.

A charter school will have an immediate and beneficial effect on the Oklahoma City community and will hopefully not only encourage students in their pursuit of learning, but will also set an example of academic leadership among their peers. Mandating the school as community led with qualified leadership is a starting point in ensuring success. Additionally, the resources, experience, and support of the NACA Inspired Schools Network will be invaluable throughout your process. The intent to model the SCS curriculum after the developed twelve-year curriculum of NACA as well as teach history in relation to Oklahoma history will give students a quality learning experience while enriching their communities through knowledge. Locating the building in a location with easy accessibility for the students and their families will increase the attendance and diminish the likelihood of low attendance due to distance.

We believe your minimum goal of 50 students per grade is extremely realistic and highly attainable, due to your active networking with professionals, parents, and educators.

Your engagement within your community coupled with your detailed plan of the establishment of a charter school in the Oklahoma City area has the potential to become a blueprint for other Native American charter schools. As you continue to establish the Sovereign Community School of Oklahoma City, we are encouraging and supportive of your endeavors and pledge the support of my office in any way possible. Our collaborative effort to provide a quality education and the opportunity for as many students as possible to receive a higher education degree will be successful with plans and programs similar to yours.

Sincerely,

Warren Queton Tribal Liason

Office of University Community

860 Van Vleet Oval Room, Room 228, Norman, Oklahoma 73019-3119 PHONE: (405) 325-5821 FAX: (405) 325-6945





American Indian Institute

University of Oklahoma 480 24th Street, NW | Norman, OK 73069 | 405-325-4127 phone | 405-325-7757 fax

October 19, 2017

Dear Sir or Madam,

It is indeed a pleasure to write a letter of support for the Sovereign Community School of Oklahoma (SCS). The American Indian Institute, which was established in 1951, was the first outreach program of The University of Oklahoma. Since that time Aii has been working to improve the lives of members of tribal nations in Oklahoma and throughout the world. The authorization of this new charter school for the Oklahoma City Public School system is extremely important for Native American students in OKC. These students need the opportunity to attend a school which embraces and encourages knowledge and teaching methods that honor their tribal beliefs and practices.

In the 1990s, Aii received National Science Foundation funding to bring teachers together to develop lessons and activities reflecting a rigorous, culturally relevant curriculum. We, at Aii, are happy to share these resources with the Sovereign Community School team as they work with the NACA Inspired Schools Network to customize a challenging, meaningful curriculum dedicated to enhancing students' understanding of their tribal nations as well as preparing them for interesting and productive careers.

Since the Sovereign Community School's work is so closely aligned with the mission of the American Indian Institute, we are proud to support them as they apply for their charter. You may be certain that Aii will be an active partner in the school's work in the OKC Native community!!!

Sincerely,

Norma J. Neely, Ed.D.

Director, American Indian Institute Public and Community Services

Morma J. neely

University of Oklahoma (405-227-5791)

OKlahoma City Muscogee (Creek) Association

Board of Education Oklahoma City Public Schools 900 North Klein Oklahoma City, OK 73106 18 October 2017

RE: Sovereign Schools Project

Dear Members of the Board of Education:

I am honored to offer my encouragement for support for the Sovereign Schools Project within the Greater Oklahoma City Public Schools system. I am most familiar with the concept because I proudly served on the initial planning committee for three months. During that time, I participated in the initial dialogue as the ideas for community involvement, what sort of structures would be needed, and the path forward for future successes were debated, discussed, and approved. After the three months, my many other duties caught up with me and forced me into other endeavors.

Through my years as an American educator at the university level, I have continued to remain active in a wide range of Indian-related issues as an Indian parent, as a classroom instructor, as an active member of my Muscogee Nation at several levels, and as a scholar of things Indian. My endeavors through the years have taken me into Indian ceremonies and dances, into lecture halls, through organizational meetings for the start of what became the National Museum of the American Indian, and in national conference sessions related to Indian issues. I have been in many Oklahoma City Public School Board as well as City Council gatherings over the years. I was a part of an Indian education presentation recently at the State Capitol before an Interim Study panel examining Indian education needs across the State of Oklahoma.

The needs of Indian youth within central Oklahoma will be well served through a Sovereign Schools Project. Such an entity under an Indigenous board for oversight can raise low self-esteem of Native children, teach them how to live within an increasingly diverse and global village, and help them make the proper critical decisions for their own lives and careers as they mature and as they contribute in various productive ways to the larger society.

I continue my strong support for the Sovereign Schools Project and I urge serious consideration of the proposal.

Sincerely yours

C. Blue Clark, PhD (Muscogee Nation)

Chair, Oklahoma City Muscogee (Creek) Association (OCMA)

Professor of Law, OCU School of Law

former university president, dean, etc.

bclark@okcu.edu 848-3869 H

P O 8ox 18397 Oklahoma City, OK 73154 405.605.2621 Murray Crookes, Pastor
Angle Smith Memorial United Methodist Church
601 SW Grand BLVD
Oklahoma City, OK 73128
10/18/2017

OKCPS Board of Education 906 N Klein Avenue Oklahoma City, OK 73106

Dear OKCPS Board of Education:

My name is Murray Crookes and I am a Siberian Yupik man with strong connections to Oklahoma and Oklahoma City, which has been my home for more than ten years. I am writing to you today as a resident, parent, pastor, activist, voter and concerned citizen to support the work that Phil Gover is pursuing in Oklahoma City with the Sovereign Schools Project. I have only known Mr. Gover for a few short months, but during that short time, I have found in Phil a worth while vision that is in line with my own, and also corresponds to the mission of the church that I serve as a pastor in the Oklahoma Indian Missionary Conference of the United Methodist Church.

Today is Alaska Day, which celebrates the 150th anniversary of Alaska's sale and transfer between Russia and the United States. My people had no say in the transfer and no influence in that transaction then and have faced a long and terrible history of assimilation, colonization, and cultural genocide since then, which is not dissimilar to what the Native people of Oklahoma, Indigenous of the entire area that is now the United States, have faced. The fact that I am writing this letter in English is reflective of the need for us, as Native people to begin the work of interpreting our unique history and perspectives with the hope of teaching our children in a way that includes them into the material and education that shapes them.

In addition to challenging historical trauma and exclusively Euro-American narratives in education, the work that Mr. Gover pursues also meets a community need for us as Native people to create a central location that brings us together instead of continuing to divide ourselves based on blood quotients, theological differences, or whatever excuse we use to divide. By focusing on the needs of our children and learning with them the importance of cultural and inter-tribal acceptance, we can strengthen our own tribes and families in a way that has not been realized in Oklahoma City before. This goal of community building is precisely what the Sovereign Schools Project offers us as Native people that matches the hope, vision, and mission of the church.

I am acutely aware of the controversy of developing another charter school in Oklahoma City and, to practice full discloser, I am a strong critic against further development that takes resources from public schools or promotes segregation. My wife worked for Oklahoma City Public Schools, I am a product of the Oklahoma public school system (7th-12th grades), and I believe in the importance of

OKCPS Board of Education 10/18/2017 Page 2

strong public schools for all Oklahomans, regardless of what neighborhood they live in. Having said that, I realize that the methods that Mr. Gover and the Sovereign Schools project are using go against my history of belief. I think that their goals are necessary to build up our Native Communities because there are so few of us left. There are so few outlets for us as Native people to learn about what it means to be Native, to think, live, pray and be accepted as we are, without the enduring pressure of assimilation, and I believe that creating new and lasting outlets for us to grow is necessary for the diversity of our great heritage to grow. That is why I whole-heartedly support the work of Mr. Gover, even by going against my previously held beliefs.

I am not just supporting the project with words. I am currently in discussion with my congregation to utilize our church property to host the school. The members of the church are not in 100% agreement on our role to host the school, but we are united in the need to have the school in Oklahoma City. As we move forward together, I hope that our Church community moves toward the direction of full support so that we can continue to be a part of this great vision.

I genuinely hope that you, members of OKC Board of Education, see how necessary this project and vision is to the people of Oklahoma City. If such a school existed, I would try to enroll my children immediately, so I would not have to wait for them to reach college age before they got formal education that acknowledged their humanity by attending a historically Native (or Black) college or university.

Thank you for hearing my concerns! I eagerly look forward to hearing how you respond.

Sincerely,

Murray Crookes, Pastor

Angie Smith Memorial United Methodist Church.

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

October 19, 2017

OKCPS School Board 900 N Klein Ave Oklahoma City, OK 73106

Dear School Board Members,

I write you from Teach for America • Oklahoma City on behalf of the Sovereign Schools Project at the Tribal Education Departments National Assembly (TEDNA) as well as the fellows at the NACA Inspired Schools Network (NISN). We strongly support their application for an OKCPS charter school this fall.

As an organization, the Sovereign Community School of Oklahoma City (SCS) promises to create a school which will activate the next generation of indigenous leadership by engaging our youth with rigorous, culturally relevant curriculum that challenges them to understand and affirm their role as citizens in our many Native nations. Teach For America is aligned with this work and committed to collaborating for its success. Our own commitment to Native education aligns strongly with the direction of the Sovereign Community School, including around the most innovative efforts like indigenizing curriculum and quality culturally responsive teaching for Native students.

Further, SCS's commitment to community outreach is an exemplary way to design new schools for communities all over the country, but specifically within Oklahoma. It is through community and culturally responsive school models that we truly see the tangible opportunity to prepare all students for careers, college, and productive citizenship.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. In the event this proposal is approved, we would expect our role in the Sovereign Community School of Oklahoma City (SCS) to include forming a genuine partnership to reduce educational disparities in our Native community. Additionally, our own localized recruitment of homegrown Oklahoma Native teachers as well as Native teachers from across the country will continue to provide a talent pipeline as this work grows.

We look forward to working with you and the Sovereign Community School of Oklahoma City in eliminating educational disparities in our community and achieving education equity for all students.

Sincerely,

Art Serna Executive Director

Teach for America • Oklahoma City



Matriarch

Empowering Native Women

October 16, 2017

To Whom It May Concern:

Matriarch is beyond pleased and honored to endorse Sovereign Community School. Matriarch recognizes the need and importance of such an educational endeavor for our children, families and tribal solidarity.

Matriarch is a Native-led program empowering Native women through education, community building, and direct services to create positive changes within our communities. By empowering Native women, we also empower Native children and build leaders within the home and community. This leadership positively impacts Native lives, creates stronger communities, and decreases rates of violence and abuse. Our model is not unique to indigenous people and we are pleased to see similar, culturally-relevant pedagogy applied at Sovereign Community School. Rest assured, these proven methods of education and critical thinking will produce productive, thoughtfully engaged citizens for our wider community.

Sovereign Community School will serve to empower Native students which will reduce the rates of suicide, drop out, teen pregnancy, and dependency issues which disproportionately affects our Native communities. This is important and critical to the shared communities of Native and non-Native students as it works to address systemic societal problems.

Sovereign Community School will offer classes and a learning environment that is not currently taking place in any Oklahoma City schools. It will provide a rigorous indigenized curriculum, intertribal solidarity, intergenerational learning (elders will be helping), wellness classes that address mental, physical, relational, spiritual and academic wellness.

It is imperative that such an institution exists for the youth as its model facilitates a developmentally appropriate method to its core target for success. Matriarch operates similarly and has seen broad success in the community by producing healthier, empowered Native women leaders.

We fully support Sovereign Community School and will become a community partner to ensure its success. We humbly ask you to grant Sovereign Community School a place in the district, for what we believe will be a model school that will improve the lives of many.

With Respect,

Matriarch Board of Directors



Absentee Shawnee Tribe of Oklahoma 2025 South Gordon Cooper Prive Shawnee, Oklahoma 74801 405-275-4030

Edwina Butler-Wolfe Governor

March 8, 2018

Letter of Support for the Sovereign Community School

To the Acting Superintendent and School Board of Oklahoma City Public Schools:

I am writing this letter of support for the Sovereign Community School, a charter school proposed to your district to serve the Native families of Oklahoma City. My name is Edwina Butler-Wolfe and I am the duly elected Governor of the Absentee Shawnee Tribe located in Shawnee, OK. We are one several tribes local to the OKC metro area, and we have hundreds of members in and around Oklahoma City.

I am former educator and was an early advocate for the creation of tribally authorized charter schools in Oklahoma. I've been familiar with Mr. Phil Gover's work in the state to motivate tribes towards the design and creation of their own schools since he launched the Sovereign Schools Project last year and have travelled to NACSA to serve on a panel about tribal charter school authorization development and to strengthen my own understanding of charter authorization best practices.

I am strongly aligned with the mission and vision of the Sovereign Community School and believe wholeheartedly that schools like this will be a boon to our communities and our respective tribal nations throughout Oklahoma and even beyond. The School's emphasis on student wellness and commitment to the development of indigenized curriculum will hopefully catalyze a stronger movement by districts and school sites toward incorporating more varied Native perspectives than simply relegating us all to history. I have the highest hopes for what the SCS model can mean for the 130,000+ indigenous kids in our public school system, and the thousands of families across the state who need and deserve more culturally responsive options.

I hope you'll give the Sovereign Community School's proposal every consideration and thank you for your time and service to students and families of Oklahoma City.

Sincerely,

Governor Edwina Butler-Wolfe

Dovernor Edurna Butler wall



200 Wolf Robe Circle PO Box 167 P 405.422.7611 Toll Free 1.800.247.4612

Carrie F. Whitlow, Executive Director

DEPARTMENT OF EDUCATION

Gordon Yellowman, Assistant Executive Director

March 1, 2018

Re: Sovereign Community School Letter of Support to OKCPS

To the School Board of Oklahoma City Public Schools,

I am writing this letter of support for the Sovereign Community School, proposed new charter school in your district that hopes to serve the Native families of Oklahoma City. My name is Carrie F. Whitlow and I am the Executive Director of the Department of Education at the Cheyenne and Arapaho Tribes of Oklahoma.

I've worked with a variety of education programs and our tribe has formed strong partnerships with some of our local school districts in western and central Oklahoma. First and foremost, I can say that when tribes partner directly with local education agencies (LEAs) to help connect kids to culturally relevant supports in our schools, really great things can happen for districts, students and families. While there is no tribe with formal jurisdiction in Oklahoma City that your district can directly partner with in the same way we've done in our tribal area, I think you would do the considerable Indigenous community of Oklahoma City a huge service by approving this school and building your district's capacity to do outstanding culturally relevant teaching practices with this dedicated group of indigenous educators and leaders.

Let me also say that I've witnessed and experienced firsthand the work of Mr. Gover and his team at the Sovereign Schools Project and the NACA Inspired Schools Network and I can say that there is nothing like what they are building up in our state. Our tribes need to collectively invest in education in more robust ways, and TEDNA is providing a blueprint for how districts, superintendents, educators and tribal leadership think about partnership when it comes to better results for indigenous kids in and out of the classroom.

Thanks for your service on this school board and thank you for giving every consideration to the Sovereign Community School application team – I hope you approve their work and bring some real change to our urban Native community in Oklahoma City.

Sincerely,

APPENDIX J: Treasurer Letter of Interest



P.O. BOX 706 • 2700 SOUTH FOURTH CHICKASHA, OKLAHOMA 73023 PHONE (405) 224-6363 • FAX (405) 224-6364 ajb-cpas.com

CERTIFIED PUBLIC ACCOUNTANTS

February 22, 2018

Sovereign Community School Attn: Phil Gover

Mr. Gover,

Thank you for your interest in our treasurer services. Our firm has been performing school audits for over 30 years and we have been serving as school treasurer for over 12 years. We are currently serving 60 school districts including providing treasurer services for 27 (one charter school). Our fee would be \$500 per month for treasurer services starting July 1, 2019. Until that time, we will bill you on an hourly basis with rates varying from \$50 to \$195 per hour. Also, we can prepare your Estimate of Needs for the 2019-20 school year for \$1,200.

We started offering treasurer services because some of our clients were having a difficult time hiring qualified personnel to fill their treasurer's position. As treasurer, we code and input all of your revenues, reconcile your bank accounts, help you with investment decisions, provide ongoing telephone consultations, and provide monthly financial statements that include a concise summary of your district's financial position in a format we developed specifically for Oklahoma schools. Below are a few of the advantages of using Angel, Johnston & Blasingame, PC to perform your treasurer's duties:

- Timely financial statements. We will provide you with monthly financial statements that
 include a revenue summary, a detailed revenue analysis, and our exclusive "Treasurer's
 Statement of Cash Position".
- Financial information you can trust. You don't have to worry about whether something
 was coded correctly, placed into the correct fund, or if the bank reconciliation was
 prepared correctly. Our knowledge of schools allows us to anticipate revenue
 collections and to ask questions when collections do not appear to be reasonable.
- Segregation of duties. We can help structure the treasurer's function in a way that can help overcome some segregation of duties problems.
- No training is required. We stay up-to-date on the latest financial issues involving OCAS
 and Oklahoma school districts. A new treasurer is required to obtain at least 12 hours of
 training within their first nine months and 12 more hours every three years thereafter.
 But it takes years of experience to fully understand the OCAS coding system.
- We can be bonded. Many employees are no longer able to obtain the required surety bond due to their financial situation. You will not have any problems bonding us.

APPENDIX K: Letter of Intent for Mayfair Center



March 5, 2018

Mr. Hanif Dugan

3200 NW 48th Street, Suite 100 Oklahoma City, OK 73112

Re: Mayfair Center - Tribal Education

Dear Mr. Dugan:

It is the purpose of this "Letter of Intent" to outline those basic business terms under which Sovereign Community School Foundation would be willing to enter into negotiations to lease space at 3200 NW 48th Street in Oklahoma City, Oklahoma for the operation of an elementary school.

email: mhdugan@gmail.com

This Letter is a non-binding expression of interest, and neither party shall have any obligation to the other unless and until a lease agreement is fully executed. Please review:

Tenant: Sovereign Community School Foundation

Trade Name: Sovereign Community School or as later determined

Size of Premises: 32,727 square feet

Lease Term: Five (5) Years

Option Term: Two (2) options of three (5) years each

Space Address: 3200 NW 48th Street

Oklahoma City, Oklahoma 73112

Intended Use: Elementary School

Base Rent: Year 1 = \$3.00 psf; \$8,181.75 per month *see Exhibit C Year 2 = \$6.00 psf; \$16,363.50 per month

> Year 3 = \$6.12 psf; \$16,690.77 per month Year 4 = \$6.24 psf; \$17,024.59 per month Year 5 = \$6.37 psf; \$17,365.08 per month

1900 E 15th Street, Bldg 500, Edmond, OK 73013 Tele: 405-642-4677



Option Term Base Rent: So long as Tenant is then current on all obligations under the

Lease, Tenant shall have the option to renew the Lease for two (2) additional terms at the same terms and conditions, except the minimum rental shall increase at a rate of 2% annually. Such options to renew shall be exercised by Tenant providing prior written notice to Landlord no less than ninety (90) days prior to the

expiration of the then current term of the Lease.

Operating Expenses: In addition to minimum rent, Tenant shall pay any associated real

estate taxes and insurance premiums. The current estimate for such

expenses is \$0.58 per square foot or \$1,583.33 per month.

Commencement Date: May 1, 2019

Estimated Turnover Date: May 1, 2019; however Landlord retains the right to operate an

event venue between 6:00pm Friday till 12:00am Sunday the first

three weekends of each month until April 30, 2020.

Security Deposit: \$8,181.75, paid upon execution of the Lease.

Landlord's Work: Landlord shall deliver the premises in the condition outlined in

Exhibit A, attached hereto.

Tenant Improvement

Allowance:

Landlord shall reimburse Tenant an amount equal to \$15,000 for Tenant's further improvement of the Premises. Such improvements shall be in accordance with plans prepared by Tenant and approved in advance by Landlord. Such reimbursement shall be made to Tenant by Landlord upon (i) Tenant's opening for business in the Premises, (ii) the payment of the initial installment of Rent, and (iii) presentment of paid invoice receipts and lien waivers from Tenant's contractor(s).

Repair and Replacement: Landlord shall be responsible for maintaining the roof and

structure of the Premises. Tenant shall be responsible for maintaining the electrical, plumbing and mechanical systems that

exclusively serve the Premises at Tenant's sole expense; however Tenant's annual expenses in regards to the HVAC and its associated systems shall be limited to \$1,000.00. Landlord shall pay the HVAC expenses exceeding this threshold. Tenant agrees to maintain a service contract with a reputable HVAC contractor that includes semi-annual maintenance to the HVAC System. Landlord agrees the HVAC System shall be in working order at the time of

turnover.



Lawn Maintenance:	Tenant shall be responsible for any and all lawn maintenance, including trees, shrubs, etc.					
Utilities:	Tenant shall be responsible for its own utility expenses.					
Lease Form:	Landlord's Form					
Tenant's Signage:	Tenant, at its own expense, has the right to install a signage with city approval.					
Site Use:	Tenant has the right to construct portable buildings if need be on the eastern side of the Premises, currently an asphalt parking lot.					
Brokerage:	Tenant warrants and represents that no other broker is involved in this transaction other than Ian Duty-Dean of Emersons Commercial Real Estate. Landlord shall pay the brokerage commissions equal to 5% of the gross total lease value. ½ shall be due and payable at lease signing, the other ½ shall be due and payable at lease commencement.					
Option to Purchase:	During the initial term of the Lease, Tenant may exercise its right at any time before Tuesday, April 30, 2024 at 5:00pm to purchase the leased Premises in an "as-is" condition at a price equal to \$1,670,000.					
Cell Tower Maintenance:	Landlord shall notify Tenant no less than 48 hours before cell tower maintenance is to take place.					
Inspections:	Landlord and Tenant agree that any and all inspections prior to Lease signing will be at Tenant's expense. Landlord shall not reasonably withhold access during these inspections.					
Respectfully submitted,						
LANDLORD:	TENANT:					
Date:	Date:					



EXHIBIT A

LANDLORD'S WORK

- At the Landlord's expense, the Premises shall be delivered entirely empty of any and all items that are not considered fixtures of the Premises.
- At the Landlord's expense, the Premises shall be delivered with all mechanical, electrical, and plumbing services in good and working order.
- At the Landlord's expense, the Premises shall be delivered with any and all "pot-holes" along NW 48th Street repaired.



EXHIBIT B

PREMISES



1900 E 15th Street, Bldg 500, Edmond, OK 73013 Tele: 405-642-4677



EXHIBIT C

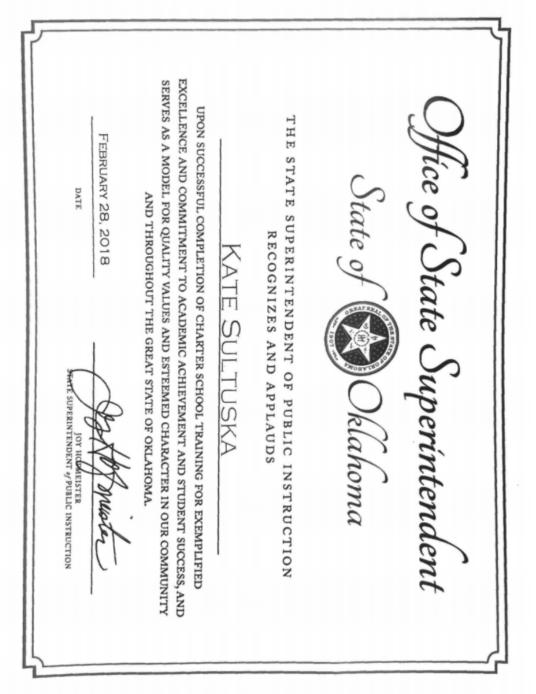
RENT SCHEDULE

3200 NW 48th Street								
Tribal School Rent Schedule								
Space	Term	Year	Year Rent/sf		Annual Rent	Monthly Rent		
32,727	Initial Term	1	\$	3.00	\$ 98,181.00	\$ 8,181.75		
Ad valorem tax		2	\$	6.00	\$ 196,362.00	\$ 16,363.50		
\$ -		3	\$	6.12	\$ 200,289.24	\$ 16,690.77		
Insurance		4	\$	6.24	\$ 204,295.02	\$ 17,024.59		
\$ 14,000.00		5	\$	6.37	\$ 208,380.93	\$ 17,365.08		
Maintenance	Renewal - 1	6	\$	6.49	\$ 212,548.54	\$ 17,712.38		
\$ 5,000.00		7	\$	6.62	\$ 216,799.51	\$ 18,066.63		
Rent Increase		8	\$	6.76	\$ 221,135.50	\$ 18,427.96		
2.00%		9	\$	6.89	\$ 225,558.22	\$ 18,796.52		
	Renewal - 2	10	\$	7.03	\$ 230,069.38	\$ 19,172.45		
		.11	\$	7.17	\$ 234,670.77	\$ 19,555.90		
		12	\$	7.31	\$ 239,364.18	\$ 19,947.02		
		13	\$	7.46	\$ 244,151.47	\$ 20,345.96		
		14	\$	7.61	\$ 249,034.50	\$ 20,752.87		
		15	\$	7.76	\$ 254,015.19	\$ 21,167.93		

1900 E 15th Street, Bldg 500, Edmond, OK 73013 Tele: 405-642-4677

APPENDIX L: State Charter Training Certificates







THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION RECOGNIZES AND APPLAUDS

PHIL GOVER

EXCELLENCE AND COMMITMENT TO ACADEMIC ACHIEVEMENT AND STUDENT SUCCESS, AND SERVES AS A MODEL FOR QUALITY VALUES AND ESTEEMED CHARACTER IN OUR COMMUNITY UPON SUCCESSFUL COMPLETION OF CHARTER SCHOOL TRAINING FOR EXEMPLIFIED AND THROUGHOUT THE GREAT STATE OF OKLAHOMA

SEPTEMBER 15, 2016

DATE

JOY HICKMEISTER
JOY HICKMEISTER
SUPERINTENDENT of PUBLIC INSTRUCTION